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## Birds of Passage.

The migratory habit is strongly developed in the average teacher. The girl who timidly takes charge of her first country school, from the opening day looks forward to the time when she can have a place in graded work. With her first opportunity in the grades in a small town, she begins to long for a more important and better paying position in a larger city. The college or normal boy who finds that

he must start as principal of a two or three room school plans from the outset to find for the next year a greater system in need of his services. His first advance but whets his appetite for something still better somewhere else. So the schoolmaster and the schoolmistress travel year by year from place to place. Rare it is to find one who has no intention or desire "to make a change" but who is satisfied that his present location is his proper one for some time to come.

From one standpoint, this continual desire to change is a good indication. It shows that teachers as a class are active, progressive and ambitious. The chance for advancement in any one place is of necessity limited. For a broader field, a more responsible position and a better salary, the school man or woman must change his abode. This is one of the disadvantages of his profession.

In another sense, this spirit of unrest is to be criticized. A healthy ambition, a wish to succeed quickly, a willingness to meet the test of greater cares and harder work, and even a desire for a larger salary, are by no means to be condemned. That these ends can be attained only by moving about is not the fault of the teacher. But the danger is that there will be acquired a habit of discontent, and a belief that the remedy for minor trials and difficulties is, not to master them bravely, but weakly to search for some place where they are not; and they meet us everywhere.

As the Christmas vacation approaches, many a teacher is looking around for a different place for the winter term, because so far her work has been harder than she anticipated, the studies assigned her are not just what she desired, her

principal is dictatorial and unsympathetic, or the community in which she resides is uncongenial. To her, nine times out of ten our advice is: "Stay where you are. Stick it out for the rest of the year. Do the best you can, and better than you have been doing. Think more about overcoming, and less about avoiding your temporary troubles. Put your entire strength into the work of to-day and to-morrow. Do not let your record show that you are easily discouraged and dissatisfied. By the end of the year circumstances and surroundings may change or you may change them. If not, and you must move then, you will be stronger and better equipped for having remained at your post."

If this advice applies to you, think it over. Many a teacher makes a sudden change, induced by a slight increase in salary, the offer of a little different line of work, or the fancied advantages of life in a larger city, only to find too late that these small gains are more than counterbalanced by unforeseen losses.

As a class, the patient, contented, self-reliant school men and women win in the end. Every superintendent, school board, and manager of a teachers' agency well knows how time and again the application of a teacher, apparently having the highest qualifications in all other respects, is refused because her record shows she is "a bird of passage." A reputation for remaining in one place from year to year for a reasonable period is among the most valuable assets of the modern schoolmaster.

#### What is the Trouble With — ?

"What is the trouble with the school if pupils do not do the work outlined in the Manual?"

The above is a topic printed in the program of a teachers' meeting in Wisconsin, held on December 13, in the present year of grace, 1902. Let us hope that it was inserted as a bit of pleasantry and discussed in a satirical vein. The spirit of

abject loyalty to authority which has pervaded Wisconsin for some years has tended to elevate "the Manual" to the rank of a sacred book. Therefore, to many Badger "edynceatawrs" it has never occurred that possibly in searching for the "trouble" in the assumed case it might be worth while to look on the other side of the fence.

What is the trouble with the boy's feet if his shoes do not fit? His hat is too big or too little; what is the trouble with — *him or it?*

#### For Whom Does the Institute Exist?

In the states of the Middle West, the teachers of the common schools may be roughly classified into the following groups:

(1) A comparatively small number, perhaps ten or fifteen per cent of the total, who may fairly be classed as professional teachers. These have scholastic attainments indicated by the possession of state certificates obtained by examination or of diplomas from colleges or normal schools. Most of these are employed in high schools and graded schools in the towns and cities.

(2) Teachers in the grades in cities, who hold local licenses, and who have fairly good academic preparation.

(3) Those who teach in country schools, most of whom possess only the minimum of scholastic attainments.

The first and second groups are growing relatively larger; the strongest of the third group are constantly passing over into one of the other two, and in states where normal school facilities are ample this movement has been marked and rapid within recent years.

The teachers' institute is supported largely and in some states wholly or mainly by fees collected from the teachers who apply for examination, hence the most of the fund comes from the third class.

Twenty years ago the aim of the institute was to give academic drill, review and instruction to the last named class. The inevitable tendency was to perpetuate the existence of the third group and recruit its ranks. The institutes were called "normals," and those who attended through a few sessions of from three to six weeks



claimed to have had "normal training." With the exception of Kansas, the states of the upper Mississippi valley have outgrown this pioneer conception of the purpose of institute work. An attempt to revert to the former plan of long institutes was made during the past three years in Wisconsin, many having been in session three or four weeks, but the result shows that the move was reactionary and ill-advised. In the long term institute the attendance is exceptionally irregular; even in case of a two weeks' term, this tendency is sometimes apparent. Teachers will plan to attend one week or two weeks, and the consequence is that the personnel will change greatly, in some cases almost wholly, within the period of the session. Nor is this to be wondered at; it is just what an apriori judgment would lead one to expect. The poorly qualified teacher is poorly paid and cannot afford the expense of a long period of institute work each year. Moreover, he does not need it, and ought not to have it. The aim should be to get him out of the lowest class into a higher one, and this can be done not by providing a feeble substitute for a regular course of instruction, but by bringing him into contact with the better class of teachers for a week each year where he may receive an inspiration that will lead him to some regular college, normal or training school. The theory that three or four weeks' work each year, under a succession of different instructors can be articulated into anything like an organic unit of academic or professional work is a whimsical notion which, in view of actual conditions, may be dismissed without comment.

The long term institute ignores the teachers in the first and second groups. To expect those in the class we have called professional to attend a four weeks' drill would be wholly unreasonable. As for the second group after nine or ten months' of schoolroom work they seek rest and recuperation, not an additional month of grind for which they really have no need. They will not attend a long institute in the summer vacation; and who can blame them? Yet they need, and most of them

enjoy a brief season of genuine, inspiring institute work each year. How, when, and where can they get it?

The long term institute necessitates the employment of a large number of instructors, for the work must all be done during the summer vacation; and the larger the number employed, the lower the average grade of ability of those who do the work of instruction. (This suggests another reason why the teachers of the first group give the long term institute a wide berth.) When the summer institute is cut to a week, the number of instructors required is greatly reduced and the standard of scholarship and skill of the instructors correspondingly raised. Where that is done, a considerable number, though not all, and perhaps not a majority, of groups one and two attend the institute, and the work can be put upon a plane that will interest and benefit them. Their presence, the character of the work that may then be presented, and the higher grade of instructors thus made available, all help to inspire those in the third or lowest group and to open their eyes to the professional aspect of teaching. The best of them will begin to look toward the higher institutions of learning and the schools for pedagogic training. The "divine discontent" thus engendered is altogether wholesome. If a few, having no natural aptitude for teaching, or who are hopelessly dull, thus become discouraged and drop out of the ranks of schoolkeepers, that also is in harmony with the law which runs through all evolution toward higher things.

But there will still be many teachers in the first and second groups who will not attend even one week in the summer vacation. And this is no cause for regret. Many of them have excellent reasons for not attending. But some provision should be made for these during the school year. In states where no legal provision is made for closing the schools for this purpose during term time, the two-day session serves admirably. Most boards will consent to the closing of the schools on a Friday; many of them are willing to give two days. This makes practicable a session of two or three days, at a most opportune time.

These institutes bring together the teachers of the first two groups and some of the most energetic from the third. Expert talent is then more easily available than in the summer, and only the best should be employed, preferably members of normal school faculties, occasionally college professors if they are in sympathetic touch with the common schools, and for evening lectures those who have a message for the people as well as for the teachers.

#### Above Reproach.

Her character is above reproach. That is the standard expression in writing a recommendation for any teacher. For the sake of variety, her character occasionally is spotless, or without blemish. These are good words, and as far as they go, are full of meaning. The person who is to be placed in charge of our little ones, must have lived so as to be above even the suspicion of any wrong doing. Satisfactory evidence on this point is not only desirable, but necessary.

Still a recommendation so worded should not be sufficient. It is time that much more be demanded. "Above reproach," "spotless" or "without blemish" are negative rather than positive. That one has done nothing to arouse criticism or to deserve censure is not enough. We must have teachers whose goodness is aggressive, and whose characters are impressive, if our common schools are to do their part in properly training the men and women of to-morrow.

A change has come over the industrial world in recent years. The call is not for men who have no vices, but for those who have active virtues. Not the workman who does nothing badly, but he who can do something better than his faultless fellow, commands the highest wages. Our railways, department stores, and mammoth business houses are not looking for agents, clerks or managers who to-morrow and next day can accomplish simply what is being accomplished to-day. They ever are alert for him who can bring about greater results through his own efforts, and through the ardor and enthusiasm with which he inspires those under him.

Push, energy, development—these are the watchwords of modern business.

Thus should it be in the educational world. Moral as well as intellectual vigor is to be demanded. There is a vast difference between being positively good, and being passively not bad. Evil ever is active. Goodness, to be effective, must be energetic. Left to his own devices, subjected to only the everyday influences of shop and street and playground, a boy or girl will go to the bad. To counteract these impulses, we have the home, the church and the school. But thousands of children are born into "homes which are not homes," nor are they brought into contact with the church or with Christian precepts even one day in seven. What remains? The public school, where for six days in the week, for nine months in the year, and for a few of the most susceptible years of life, are gathered together the youth of our country, in ever increasing numbers, as popular education grows in favor. At the ringing of the bell they come, along country road and city street, from the gilded mansions of the sordid rich and the crowded tenements of the stolid poor, across green lawns and filthy lots, through shady parks and gloomy alleys—all equally apt to do wrong if not directed to the right. The teacher in whose charge these little ones are placed, in any room or class, from the country school to the high school, has an opportunity and a mission afforded in no other profession. To meet this opportunity, to fulfill the mission, there is need of something more than a "character above reproach."

So in the selection of a teacher, attention should be paid to moral as well as to intellectual force. No one is truly good, who does not help others to be better. We should insist on strength, not merely the absence of weakness. We should choose those who are not only themselves well moulded, but who can mould others aright. Above all, in our common schools, if nowhere else, let us rise above the narrowness of sect and the bigotry of creed. May the heart of every teacher be filled, not with the piety of the Pharisee, but with the charity of Christ. The schoolmaster

should have not merely colorless qualities of moral character, but should be an active, forceful factor in the making of men and women out of all sorts of boys and girls.

### The "G. H." Degree.

Shall the degree A. B. be granted at the end of a two years' course? This is one of the questions now agitating the upper stratum of the educational atmosphere. Why not? It seems to be the *degree* that is desired, not the *knowledge* represented by the degree. Or better yet, why not turn out an A. B. at the end of the first year, a C. D. at the end of the second, E. F. at the end of the third, and G. H. the fourth?

This suggestion is most soberly and candidly submitted to the consideration of the powers that be. No one can seriously think that four years' work and preparation can be crowded into two. The trouble is that certain professional schools admit only men with a college degree, or grant them special favors; certain schools accept as teachers only those with such a degree, and certain men and women take as the standard of worth, not "What can 'What letters can you write after your you do?" or "What do you know?" but name?"

As there are many young men and women who want to enter professional schools, to teach, or to do other work without completing a four year course, how simple the remedy to give the degree at the end of two years. And if one great eastern university grants A. B. at the end of that period, will not its powerful western rival give it at the end of one year? Then, why should not a competitor on the Pacific slope turn out A. B.'s, packed, primed and polished at the close of a summer term?

Time was when a degree meant something. He who bore it was educated, trained, and developed above his fellows. As the battle-scarred hero received a tiny iron cross as the supreme reward for deeds of life and death, so he who had passed through a life of toil and study under the personal care of wise instructors was granted by his alma mater the right to

place after his name the magic letters denoting the degree of his worth.

What mean A. B., A. M., LL. D., or even Ph. D., to-day unless followed by the name of the institution granting them, a certificate of attendance and a certified copy of the course of study? Take four men who, with authority write the same letters after their respective names. One has studied four years in one of the best and most conservative colleges in the land; another has had two years, including two summer terms, in a modern university; another has read a prescribed course of study without ever having seen the college walls; and the last has done the bulk of his work through an affiliated correspondence school. Why does not the manager of some enterprising department store arrange to give a degree with every two-bit purchase?

Here is where our suggestion comes in. Let us get together. The old degrees mean little. Each year they signify less. What is needed is a new classification. Give your degrees when you please, where you please, to whom you please, and as many as you please, but do not confer the same letters for literary merit that you do for flattery, donations, or political power, or for two years for one year, or for study "in absentia" that you do for four or six years' hard and successful resident work. The true question for discussion is not "When can we grant a degree," but "What shall our degrees mean when granted?"

### An Evidence of a Moral Awakening.

It is disheartening to observe with what eagerness many cities are striving to secure the gift of a public library from Mr. Carnegie, and thus place themselves in the mendicant class. To become a beneficiary of a millionaire is in itself a compromising of manhood, to be a sharer in wealth obtained by questionable means is a form of moral obliquity repugnant to an enlightened conscience.

But there begins to be evident a self-respecting spirit in some of the cities that have voted on the question of accepting

gratuities of the kind which Mr. Carnegie and Mr. Rockefeller have to offer, and a more wholesome tone is discernable in the press touching these gifts. The recent action of the people of Albany, and the following editorial comment on the same by the Portland Oregonian indicate that American manhood is not yet dead:

An almost unobserved incident of the recent election was the rejection by popular vote in Albany, N. Y., of a proffered gift of \$150,000, tendered by Mr. Andrew Carnegie for a new public library building. The City Council had already taken similar action, but the decision was referred to the people, with the result of 7,000 favorable and 12,000 opposing votes. The only explanation given for this action is a general antipathy to Mr. Carnegie as the possessor of more money than he knows what to do with. His income is given in figures too fabulous to be set down in cold type, and the feeling is that inasmuch as he amassed his "colossal fortune in a few years, while thousands of men who contributed their efforts to the upbuilding of his industrial enterprises remained poor," the less he is favored and fawned upon in public ways the better. There is much in this view. While envy for the rich simply because they are rich and we are poor is to be condemned, the fact remains that inordinate wealth is almost invariably identified with unjust discriminations of one sort and another, which should be disapproved and done away with. Wealth will always be distributed unequally, but the laws should not promote that inequality. It would be far better today if the extra millions Mr. Carnegie made had been distributed to his poor laborers in the form of wages instead of piling up to such heights that he is put to all sorts of devices to get rid of it. It is the hardest thing in the world to dispense enormous fortunes without weakening the independence of their beneficiaries and intensifying social discontent by displays of opulence. With corporations thus firmly banded together to perpetuate their swollen incomes and discipline the independent producer, what is the use of talking about punishing organized labor—the only force that is able today to wrest any concessions from the unyielding grasp of the trusts?

## The Institute.

S. Y. GILLAN, CONDUCTOR.

### Review Exercises in Elementary Grammar.

J. N. PATRICK, A. M., ST. LOUIS, MO.

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#### EXERCISE X.

#### VERBALS—INFINITIVES—PARTICIPLES.

Besides the inflected and asserting forms of the verb already given, there are two kinds of words called verbals derived from every principal verb. They are not really verbs, because they do not assert anything; they merely express action in a general way; they assume their attributes, hence, they are never predicates. They are used as nouns and adjectives, and are called infinitives and participles.

#### INFINITIVES.

An infinitive is the form of a verb having the properties of a noun and a verb.

Infinitives are verbal nouns—that is, they have the construction of nouns.

EXAMPLES. 1. *To do* good was his aim. 2. He likes *to read* Latin. 3. *Walking* is good exercise. 4. *Seeing* is believing.

Infinitives are of two classes—root infinitives and participial infinitives.

The root infinitive is the simplest form of the verb, as love, live, go, work.

The participial infinitive ends in *ing*; as, loving, living, going, working.

Infinitives, like finite verbs, may take:

(1) Adverbial modifiers; as, Resolve to live honorably. We expect to start in the morning. We intend to go when our friends arrive.

(2) Objects; as, To help others is a duty. The man seems to believe what he says.

(3) Complements; as, The boy seems to be studious. His one desire is to become a soldier.

An infinitive may be used as:

(1) The subject of a verb; as, To err is human. To watch him is his duty.

(2) The object of a verb; as, We wish to study geography. Learn to labor and to wait.

(3) The complement of a copulative verb; as, To see is to believe. All we want is to be set free.

(4) An adjective; as, A desire to learn is commendable. Air to breathe is a necessity.

(5) An adverb; as, He studied to learn. I was sorry to miss him.

(6) The object of a participle; as, Fearing to start, we waited too long. The mother, trying to rescue her child, lost her own life.

NOTE.—An infinitive or infinitive phrase used as the object of a participle has the construction of an abstract noun in the objective case.

(7) The object of a preposition; as, He is about to join the army. He is willing to do anything but (to) work.

NOTE.—An infinitive phrase used as the object of a preposition has the construction of an abstract noun in the objective case.

(8) In apposition with a noun; as, Delightful task! to rear the tender thought. A wise decision—to decide impartially.

NOTE.—An infinite phrase is in apposition with a noun when it means the same thing as the noun.

(9) With an assumed subject, as the object of a verb, as, We expected him to come.

NOTES.—The simple infinitive includes the root of the verb, called the root infinitive and the infinitive ending in *ing*, called the participial infinitive; as, Root-infinitives: *give, have be*; Participial infinitives: *giving having, being*.

Frequently the infinitive phrase, the root infinitive with its adjuncts or object, is used as the subject or the object of a verb; as, *To sleep soundly* is a great delight. The same statement may be made in regard to the participial infinitive; as, *Sleeping soundly* is a great delight.

#### PARTICIPLES.

A participle is the form of a verb having the properties of an adjective and a verb.

Participles are verbal adjectives—that is, they have the construction of adjectives.

EXAMPLES. 1. The man, *skating* on the ice, is my brother. 2. He has a library *filled* with rare books. 3. John, *having recited* all his lessons, went to the country.

There are two participles—the present participle and the past participle.

The present participle ends in *ing*; as, I saw a man *walking* in the meadow. People, *living* in a busy city, long for a quiet country home.

The past participle ends in *d, n, or t*; as, John, *having recited* his lesson, went to the

country. *Having been driven* from home, he enlisted in the army. He, *having slept* too late, missed the train.

A compound participle consists of *being, having, or having been*, and a present or past participle placed after it; as, Caesar, *having sent* forward his cavalry, followed. *Having finished* his speech, he sat down.

Participles are often used as attributive adjectives; as, Her *charming* voice captured the audience.

A participle may be used as a simple, predicate adjective; as, He is *fatigued*. He is *deserted*.

NOTE.—A simple participle used as a predicate adjective does not form with the verb a verb-phrase, but is a predicate adjective merely, and should be parsed like any other qualifying adjective.

Participles are often used as nouns; as, He spoke of the *living* and the *dead*; the *tempted* and the *tried*; the *lost, buried, and forgotten*.

A participle, in its appropriate use, takes the place of an adjective clause; as,

And children *coming* home from school  
Look in at the open door.

And children that come home from school look in at the open door.

Up rose old Barbara Freitchie then,  
Bowed with her four score years and ten.

Then up rose old Barbara Frietichie, who was bowed with her four score years and ten.

The *attributive complement* of a participle qualifies the word that the phrase limits: as, Being *tired*, I decline. Having been *ill*, he was unable to go.

The *substantive complement* of a participle is in apposition with the noun that the phrase limits; as, John, being a *hero*, saved the child. He, having been a *merchant*, took the invoice.

A participle may do the work of both an adjective and an adverb in the same sentence; as He came to the house *crying*. The tree stands firmly *rooted* in the soil.

Participles may take:

(1) Adverbial modifiers; as, Walking *rapidly*, he soon completed his journey. Reading *without reflection* profits us little. The steamer is lying *where we saw it yesterday*.

(2) Objects; as, Expecting to see you,



I did not write. Having stated that *Grant won the battle*, he retired.

(3) Complements; as, Being *sleepy*, I retired early. John being a *hero*, did his duty.

A participle, or a participial phrase, may be used:

(1) As an adjective; as, We visited a *ruined* castle. *Running* water does not stagnate. The garrison, *expecting reinforcements*, refused to surrender.

(2) with a noun or a pronoun in the absolute construction; as, The signal *being given*, the class was excused. The weather *permitting*, we shall go home tomorrow.

NOTE.—The participial infinitive and the infinitive with *to* have, in part, the same uses. Both may be used: (1) as the *subject* of a verb; as, *Seeing* is believing. *To see* is to believe; (2) as the *object* of a verb; as, He likes *traveling*. He likes *to travel*; (2) as the *complement* of a copulative verb; as, *Seeing* is believing. *To see* is to believe.

NOTE II.—When derived from a transitive verb, the infinitive in *ing* can govern an object, and is then called a gerund. It is the same in form as the imperfect participle, but the two are entirely unlike in use; the participle is a verbal adjective, and the gerund is a verbal noun.

#### SENTENCE-MAKING.

1. State concisely and clearly the distinguishing difference between a finite verb and an infinitive.

2. Use a phrasal infinitive: (1) as the subject of a verb; (2) as the object of a verb; (3) as the complement of a copulative verb; (4) as an adjective; (5) as an adverb.

3. What is meant by the phrase, an infinitive in *ing*? Illustrate.

4. What is meant by the phrase, a simple infinitive? Illustrate.

5. Use an infinitive in *ing*: (1) as the subject of a verb; (2) as the object of a verb; (3) as the complement of a verb.

6. Show that the phrasal infinitive and the infinitive in *ing* are frequently interchangeable.

7. Show that the infinitive in *ing* and the present participle are alike in form, but unlike in use.

8. Show that a phrasal infinitive may be the object of a preposition.

9. Show that a phrasal infinitive may be in apposition with a noun.

10. Show that a phrasal infinitive may be the logical subject of a verb with *it* as the anticipative subject.

11. State concisely and clearly the distinguishing difference between a participle and a verb.

12. In each of three sentences use a participial phrase as an adjunct of the subject of a verb.

13. In each of three sentences use a different form of the noun-term as the object of a participle.

14. In each of three sentences use a different form of the adverb-term as a modifier of a participle.

15. In each of two sentences, orally use a different adjective as the complement of a participle and point out its use in the phrase.

16. In each of two sentences, orally use a different noun as the complement of a participle and point out its use in the phrase.

#### Sis Deane's Rules.

"Who is the best teacher you have ever had?"

"Sis Deane," came like a flash.

"Why Sis Deane?"

"Because she'd break a rule to save a fellow."

"Whose rule?"

"Her own, the principal's, the superintendent's, or the board's."

"You don't mean that. What do you mean?"

"I do mean it, and she did it openly. She said, 'Rules are made for boys, and not boys for rules.'"

"That isn't bad. But didn't she get into trouble?"

"Never a bit. She didn't call it breaking a rule, but bending it. She said a rule was no good till it had been bent double. Then if it would spring back 'twas O. K."

"That isn't bad, either."

"She was just all right, she was. She had no mercy on a mean fellow, but she was just all gone on an unfortunate chap."

"What kind of rules would she bend double?"

"Oh, all the senseless stuff, such as keeping a chap after school thirty minutes if he was late, and making him get a letter from the school committee if he was absent three days, and all sorts of things. There was Tom Jones, tumbled and tore his breeches just as he got to school, and he had to go home and shift himself, and we were all laughing when we came in, and we told her all about it, and she never said a word when he got back, and there was no after school nonsense but Old Phoebe she kept a chap in thirty minutes who had the nose bleed after he got inside the door and had to go down to the basement and wash up. She said 'a rule's a rule, and there's nothing in it about the nose bleeding.' Why, Sis Deane once had a fellow who

was absent a week. He went to Washington and came back chock full of what he saw in New York, in Philadelphia, in Washington, down to Mt. Vernon, and over to Arlington. He took up lots of time in both the geography class and the history class, and gave a whole Friday afternoon's talk about it. It happened that Squire Liscomb, the local committee man, was away the day the fellow got back. Old Phoebe heard the kid didn't get a letter and so she peached. She can't mind her own business anyway—and Squire Liscomb wrote a note and asked Sis Deane if she wasn't breaking one of the rules, and she wrote on the corner of his note: 'No, only bent it double.' The squire carried that in his pocket and showed it to his friends. The police say he asks them sometimes when they bring a foolish case into court and he thinks it nonsense, 'Is this a case of breaking the law or bending it double?' and they withdraw it. She never had to do any whipping, never made any fuss about anything, never scolded, but she just got there, she did, every time, and all the time."—A. E. Winship, in *Journal of Education*.

#### A Lesson on Signs.

With an advanced class the following if skilfully presented may serve to throw new light on certain facts in English Grammar that are too often overlooked.

Write the following list on the board, and, pointing to each in turn, ask what it signifies:

+	s	ing	been
×	ed	have	shall
=	to	were	could
÷	est	had	er
!	's	was	ish

The list may be extended to include all the auxiliaries employed in forming the different modes and tenses. The purpose is to have the student see that certain words and terminations are used chiefly as marks, labels or symbols to vary the meaning of others, and are to be regarded as signs more or less arbitrary like those employed in mathematics, rather than as separate, significant words.

#### Easy Lessons In Science.

PROF. C. P. SINNOTT, STATE NORMAL SCHOOL, BRIDGEPORT, MASS.

#### Gravity—(continued).

The following experiment can be taken to show how much weight a body appears to lose when it is immersed in a liquid:

Procure two brass gun cartridge shells of the same length, one a No. 12 and the other No. 10. Remove the cap from the No. 12 and insert an eyelet, melt some lead, and fill the shell. From the center of the lower end of the filled shell remove a little of the lead, so as to make it fit over the conical elevation in the base of the empty shell. It will be found that the filled shell will fit almost perfectly into the empty one. Suspend the filled shell

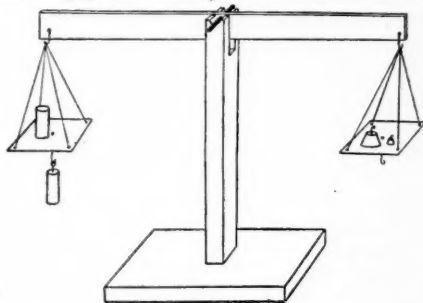


FIG. 28.

(For construction of balance, see November lesson.)

from the hook below the pan, and place the empty one in the pan above. Balance the two by adding weights to the other pan. (Fig. 28.) Immerse the filled shell in water and observe that there is an apparent loss of weight. To determine the amount of this loss, carefully fill the empty shell with water, keeping the other immersed, and observe that the balance is again restored, thus indicating that the apparent loss of weight is just equal to the weight of the water necessary to fill the shell. But the volume of this water is exactly the same as that of the solid immersed. Therefore, we see that *when a body is immersed in water it appears to lose the weight of an equal volume of water, and this is probably true of any other liquid*. This is known as the *Principle of Archimedes*, and is another application of the effect of gravity upon liquids at rest.

Use is made of this principle in determining the specific gravity of substances. By the specific gravity of a body is meant the quotient obtained by dividing its weight by the weight of an equal volume of some substance taken as a standard. The standard for solids and liquids is water.

To determine the specific gravity of a solid, as for example, a piece of iron, by means of the balance, suspend the iron by a fine thread from the hook below the scale pan. Balance it by placing tacks in the other pan. The weight of the iron may now be expressed in terms of tacks. Immerse the iron in a tumbler of water, and restore the balance by adding tacks to the pan above the suspended iron. From the principle of Archimedes we know that the tacks in this pan must have the weight of a volume of water equal to that of the suspended iron. Dividing the number of tacks in the other pan by the number in this will be the same as dividing the weight of the iron in the air by the weight of an equal volume of water, and the quotient thus arising will be the specific gravity of the iron. Known weights, when sufficiently delicate, may be used in place of tacks if desired. Find the specific gravity of several solids in this way.

If it is desired to find the specific gravity of alcohol or any other liquid it may be done as follows: Balance some solid, as a piece of iron, as in the last experiment. Immerse it in a tumbler of water and add tacks enough in the pan above to restore the balance. The tacks in the pan will express the weight of a volume of water equal to the volume of the iron. Now, repeat the experiment, using alcohol instead of water. In this case the tacks in the pan will express the weight of a volume of alcohol equal to the weight of the volume of the iron. The number of tacks necessary to restore the balance when the alcohol was used, divided by the number necessary when the water was used will therefore give the specific gravity of the alcohol. Think out other methods by which the specific gravity of a liquid may be found by use of the balance. Could you use the same apparatus in finding the

specific gravity of a solid lighter than water? Think out a method.

The experiment with the so-called Cartesian diver, involving several of the principles already noted, will be interesting at this point. Procure a small-sized homœopathic pill bottle, partly fill with water and with the finger over the mouth invert and place in a tumbler of water. If too much water has not been added the bottle will float. Should it sink, remove from the tumbler and take out some of the water. Repeat the experiment until the

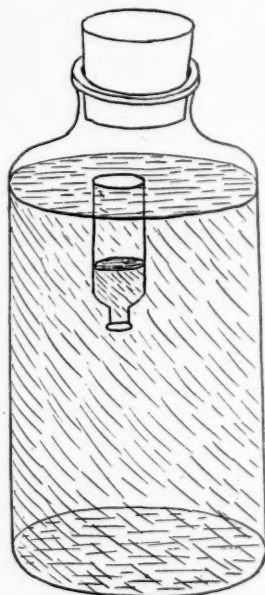


FIG. 29.

bottle will just float with the bottom at the surface of the liquid. (Fig. 29.) Now, fill a large, wide-mouthed bottle with water, and placing the finger over the mouth of the little bottle remove it to the large one. Pour out about an inch and a half or two inches from the large bottle, and provide it with a tightly fitting cork. If the small bottle has been delicately adjusted it will sink to the bottom when the cork is firmly pressed into the mouth of the large one and return to the surface when the cork is removed. Should it not work on first trial adjust it more delicately and repeat. If the large bottle has flat

sides the diver may be so delicately adjusted that it can be quickly sent to the bottom simply by pressure upon the flat side of the bottle, the cork having been firmly fitted before the pressure is applied. When the cork is pressed into the bottle what effect has that upon the density of the air within the bottle? How would this affect the pressure upon the surface of the water? What would the water do to the pressure which it receives at the surface, and how would that affect the upward pressure at the mouth of the little bottle? What effect would there be upon the specific gravity of the whole diver as a result, and how would that serve to explain its movements? If the diver be adjusted with extreme delicacy, when it is once forced to the bottom and the cork removed from the large bottle, it will not again rise to the surface. Think out another explanation for this.

#### Diacritical Marks.

In at least one state orthoepy is recognized as a separate branch of study in the common school course, and teachers are examined to ascertain whether they know the subject and are able to teach it. This fact naturally causes many teachers unduly to magnify the importance of the diacritical marks used in the dictionary and to forget that they are merely an arbitrary, conventional device which varies in successive editions of each dictionary.

The diacritical marks used in dictionaries are no part of the English language, nor is there any fixedness or uniformity in the system of markings used by different lexicographers; and in respect to very many perhaps a majority of the words in the English language, no one can say, except dogmatically, what is the *right* way to pronounce them. In support of this proposition notice the words in which occur such sounds as the diphthong in *house*, the vowel in *term*, or in *right*, or the last sound in *mister*. Among educated people in Scotland, England, New England, the South, the Middle West and Canada, there is wide divergence in the pronunciation of such words. Yet all these people speak good English. Note also the various sounds given to vowels in unaccented

syllables, of which a recent writer says that the "one stumbling block in our English spelling is our ever-to-be-grunted, never-to-be-spoken neutral or obscure vowel. A veritable, What is it? We slide or stumble over it in our speech and then can't tell, for the life of us, just what vocal sound we gave it. The scientific phonologists are just as much at variance in regard to it as we common folks are. When you speak in an ordinary cultured way, such words as initial, deg-radation, specimen, pedestal, em-anate, etc., you can't tell exactly how you pronounced the obscure syllable."

Writing on the abuse of diacritical marks, W. H. Huse in a recent number of the *Journal of Education* says:

The subject does not exactly express my meaning. It is the children that are abused. Diacritical marks have a use and a place. We all use them whenever we go to a dictionary for the pronunciation of a word. No one, however, wastes time in trying to remember what they all mean. If the dictionary is consulted often enough, most of them become familiar, but if at any time we are in doubt, a glance at the bottom of the page gives us the desired information, and we straightway forget the sign till we need it again.

What we refuse to burden ourselves with, however, we mercilessly impose upon the defenseless innocents whose little minds must be taxed to their limits to remember the necessary things in their education. It is cruel to load them with lumber that they will never carry in their minds beyond the primary grades, and the use of diacritical marks is only a roundabout and artificial way of telling them what they can learn more easily some other way.

The English letters are a strange sight to the young reader. They are made stranger by the hieroglyphics that often make the printed page resemble Hebrew, and not much like the print they will see later. Yet we vaguely imagine and pretend to believe that they are helped by diacritical marks.

It was some time ago that I listened to an interesting lesson in phonics. The word rat was written upon the board and a pupil was asked to put the proper mark over the a.

The following conversation ensued:—

"James, what did you put over the a?"

"A breve."

"Why?"

"Because the a is short."

"Why is it short?"

"Because there is no e at the end of the word."

The breve was erased and an e added.

"Now, Mary, you may put the proper mark over the a."

This was done.

"What did you make?"

"A macron."

"Why?"

"Because the a is long."

"Why is it long?"

"Because there is an e at the end of the word."

Similar rules were given in like manner, and yet the method had not got beyond using the arbitrary diacritical marks. The question then arose, what is the need of the marks in such exercises if there are rules that will help us? Since then experiments have been worked out towards the much desired end that will eliminate a part of the lumber with which the children are loaded. Let us pray that the end will come quickly.

#### That "Inquisitorial Rack" Again.

Referring to the case of a teacher who applied for a country school, recently reported in the *Journal of Education*, and in which the applicant asked the board some preliminary questions, but failed to get the position, and was censured because she "put the chairman of the board on the inquisitorial rack." Henry Sabin says:

In my opinion, she did what was wise and right, and, other things equal, I should have selected her for the position. If this was the only objection, I should judge her to be a woman of such foresight and care as to commend her to school officers. She was a business woman who desired to know conditions before she signed the contract. She did not go one step beyond her rights, and she did refuse "to go it blind."

The old adage runs: "Turn about is fair play." It is the custom of many city superintendents to send to every applicant

a list of questions to be answered and returned. These questions are sometimes very minute, and ask for a variety of information.

What church do you attend; with what secret societies do you affiliate; what are your politics; give your age; your height; your weight; the color of your eyes; do you wear glasses; are you in good health; have you generally a good appetite; what number shoes do you wear; where were you educated; what degree do you carry; how many diplomas have you and from what institutions; can you sing, dance, or play whist; are you fond of society?

This list is by no means complete. However, I have seen nearly every one of these questions in some printed list, and those which I have not seen I am looking for.

Now, what is there to forbid the candidate from asking questions in her turn? If she is to pass nine months of the year in one position, she has a right to know conditions and environment. Some such list as this would answer to begin with:

What is the size of the room in which I am to teach; how many pupils will be allotted to it; what grades will I have; how is the room seated, single or double desks; is the teacher's desk so situated that she must face the light when she sits at it; is the room ventilated passably well; how is it heated; what will it cost me for room rent, board, and washing, per week; what standing has the teacher socially; will she be expected to attend teachers' meetings one Saturday morning every month and several grade meetings each week after school; must she teach in some Sunday school in order to maintain her standing as a Christian; how much freedom of choice has she in the adoption and use of methods of instruction and discipline?

This list is not complete, but it embraces items of which every teacher ought to be sure before she signs her contract.

A better understanding between the teacher and the board, before the contract is signed, would often prevent uneasiness, disappointment, and possible resignation before the year is ended. It would be a good plan to send with the the contract to be signed by a new teacher some such statement as this:

Please read the following statement of facts, and note each item carefully. You are elected to take charge of a sixth grade room. It may be necessary, however, to place a class from the fifth or from the seventh grade in your room, part of the year. The room is not in a



modern building and the ventilation is not what it ought to be. The building is heated by steam and is in charge of a capable janitor. At present all the rooms are seated with double desks. You will be required to be in your room each morning at 8:30 and twenty minutes before school opens for the afternoon. The superintendent holds a general teachers' meeting one Saturday morning each month and such grade meetings as he thinks best. These meetings you will be expected to attend. In all matters of methods and discipline, you will be allowed reasonable freedom of choice. In some things, however, you will be expected to yield your own preference to the wishes of the general superintendent. With this circular you will receive the rules and regulations adopted by the directors for the government of the schools. You have been elected to the position indicated above at \$50.00 a month. If you find that our requirements are such as you can comply with, please sign the enclosed contract and return it to us, in which case we shall consider the matter settled. It is proper to add that the school year is for nine months, beginning the first Monday in September. Also we wish it understood that this contract is equally binding upon each party. We shall not release you from it, and hope you will not ask it of us. If these conditions seem to you unreasonable or such as you cannot comply with, return the contract unsigned and we will make another selection.

With such a fair understanding as is here indicated there would be less friction in our schools than there is today.

#### What Boys Are Reading.

EDGAR G. DOUDNA, SEXTONVILLE, WIS.

The recent article of Principal Morrison under the above caption raises some pertinent questions. Is a boy what he reads? Does he for the time, become the hero whom he follows with so much avidity?

The reading of stories of "The James Boys," "Gentleman Jim," "Old Sleuth" and others of like character, is more prevalent than some people think. One has only to observe the rows of them displayed on the news stands to appreciate its extent. There exists in almost every town a well developed circulating library, devised by Young America to facilitate the exchange of blood curdling tales. Many a pamphlet is hid behind the pages of the convenient geography; many a silent hour is spent in secret places, in absorbing the adventures of Deadwood Dick and his ilk. Your healthy boy has an imagination

that delights in stories depicted in such glowing colors. He follows with a fascination equal to that of his elders the adventures of the James brothers.

This morbid—or is it natural?—interest manifests itself too plainly to be neglected. It is not confined to boys but is to some extent a disease of older persons. The current number of a popular magazine containing the so-called story of Outlaw Tracy panders to the same sentiment which we deprecate in boys. A recent popular book deals with the same topic treated from a slightly different standpoint. Except that they may be written in a better style they are no better than the story of the James brothers. How far is the journey from Old Sleuth—the boys' ideal—to Sherlock Holmes? Could one lead to the reading of the other? Were the knights of old more chivalrous than Gentleman Jim?

As to the literary character of this yellow fiction, it always holds the attention; no matter how thin may be the substance it is always written in a direct style; the author loses no time in getting his heroes and heroines before his readers; there is not a minute when he allows the interest to lag. It might be said in their favor that the denouement always makes the right triumph. The villain is killed or meets a just punishment; the hero and heroine are united even against the wishes of a fond papa. Of course in the minds of our young friends this lesson may be lost. The chances are that it will be.

In a boy's mind is a longing to be something more than he is. He wants to be admired, revered, looked up to; if not for the good things he does, then for the bad. His mind is a puzzle for the psychologist. He needs sympathy, and in yellow literature he finds it. His hero of the plains or the slum is idealized. Occasionally the boy may become possessed with a notion of carrying out some of his hero's plans. His attempts to personify

some hero are given so much attention that to a great many people it seems the only possible result of long reading of sensational trash. The truth is that in comparison to the number of readers this result is the exception and not the rule. Even the romances of Scott might effect this undesirable outcome. Sentimental Tommy was a product of Scott and Pym; which one most influenced him is hard to say.

Admitting that these books are undesirable for boys' reading we must look about for a remedy. Can teachers do something to bring about a reformation? That they are in any sense to blame I do not believe, unless it be through a mistaken notion of what we should teach our boys and girls to read. We are missing the things that really inspire a taste for the best and purest in literature. The tendency toward this reading of trash is increasing in about the proportion in which boys get time to read, and the means of procuring books increases. Public libraries are doing something to counteract the evil; the school library will do more when books are selected with more wisdom than now.

As for cigarettes, there is no connection necessarily existing between them and the dime novels. The motives that inspire the two evils are widely different; the motive that leads a boy to continue reading trash, may be stimulated by the weakened mentality resulting from an early use of tobacco. When a boy has acquired a taste for both, then indeed he needs sympathy, not censure. It is useless to prohibit the sale by law. Who shall set up the standard by which the good can be separated from the bad? What shall be the criterion? Are censorships valuable in a free country? I heard a business man, who himself is an omnivorous reader, give this advice: "Let him read these stories; if he has any brains he will outgrow the taste for them, if he hasn't it doesn't make any difference." What say you? If you are interested in the production of these

stories, read the article regarding their authorship in the July Critic. It may prove a revelation.

One more question raised merits discussion. "Did you ever know a boy to read this kind of books who cared to go to school?" I am sure that a little careful investigation will answer this in the affirmative. There are many boys who read any and everything that they can lay hands on. (Was Lincoln not fortunate in having so limited a library?) They will confess that they do not remember what they read, nor care to remember it. Here seems to be one of the great faults of our teaching reading. Habits are developed that the most rigorous treatment of after years fails to counteract. But in our denunciation of trash read by boys let us not neglect the equally vicious sentimental trash devoured by the girls. Our crusade must be for all. Let us hope that the "social slump" who sells such reading matter to boys and girls will repent. Let us hope that fathers and mothers will not tolerate the trash about the home. Let us pray for the millenium. Let us read Dooley on popular education, "Let them teach the young idee how to shoot; 'twill learn to aim when 'tis older."

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Some teachers have a vicious habit of repeating mechanically a pupil's answer or the last few words of it. Test yourself, and if this is your habit, correct it at once; nor is any response, such as "That's right," "That's good," etc., usually advisable. Silent acceptance is enough, as a general rule, although there may be cases where hearty commendation is proper and right. Of course, while one pupil is reciting all his class-mates should be following attentively; if the teacher has a suspicion that this is not the case, he may stop the one who is reciting and call upon one who seems careless to go right on from the point where the other stopped.—Exchange.

**Current Events.**

PRIN. S. H. TREGO, CLAYTON, ILL.

The claims of current history for a place in the course of study for the elementary school are forcibly presented by its advocates. Like claims have been made, and are made, with equal force and assurance for every branch and subdivision of learning, and all of them perhaps with much truthfulness and reason.

No particular branch of reputable information or mental activity can be branded as useless or pernicious. But the child mind cannot cover the whole field of human knowledge and action. Concentration of thought and purpose and energy is the first essential of education, and the power of such concentration is its grandest result. "By concentrating a small stream of water upon his work," says some one, "the hydraulic miner is enabled to move mountains, but the expanded curriculum of many schools suggests such a miner with a sprayer screwed on the end of his nozzle."

The subject of educational values is one of the most difficult with which we have to deal. New subjects are continually demanding consideration until we begin to feel like the old lady who saw a monkey for the first time, and exclaimed: "Well, I wonder what they'll make next."

While not a new subject, the claims of the record of current events as furnished by newspapers as a means of character-building, mental discipline and preparation for the practical affairs of life are still open to question and consideration. Let us not be deceived by calling it history. It is not history; most of it as reported will never find a place in history.

No other study has so great an influence on the formation of character as the study of history, and its chief value to the young student is the keeping before him of pure ideals. We cannot look upon a great and good man nor contemplate his character without gaining something from him. We grow to be like those with whom we associate in person or in thought and no other literature has had so potent an influence on the formation of noble characters as the

biographies of great men. No nobler feeling than this admiration for one higher than himself dwells in the breast of man. It is the foundation of religion. It is a vivifying influence in man's life.

But it takes time to make a hero. His frailties and failings must be erased by the hand of time, that his wisdom and virtue may appear perfect for the admiration and emulation of mankind. The hero of a thousand years is canonized, the hero of a century is idolized, but the hero of the hour is only Hobsonized.

We look upon the persecution of the founders of our nation as something very different from the prosecution of our present officials. The saints suffered martyrdom, and who knows but that in a hundred years from now the names of Matthew Quay, Mark Hanna, John Rockefeller and some unknown Luke, at present concealed in the political woodpile, may not be enrolled among the saints of the party of great moral ideas, and the coils of rope which irreverent cartoonists delight to hang over them may by the yellow light of history be transformed into halos of glory. But for educational purposes these embryonic heroes are not yet ripe.

Our text-book of so-called current history is the daily paper. It is everywhere accessible. Any attempt to confine the intelligent pupil to a specially prepared or expurgated edition will fail. The moment he becomes interested he will do as everyone else does. He will consult the political daily. His attention will be called to the war investigation, to election frauds, the St. Louis bribery cases, coal strikes, lynchings, robberies, scandals, and so on, world without end. He will find the great leaders of each party branded by the opposition as thieves, conspirators and fools, and perhaps with some show of reason. The heroes of Santiago, the Merrimac, Siboney and a great many other localities caricatured and belittled. Their faults and frailties and foibles made the texts for whose columns of bad English and billingsgate. He becomes a doubter, an infidel, an iconoclast. He loses faith in heroes and questions the story of John

Smith. A boy's faith in a historical fact or hero is easily shattered. What a source of secret satisfaction it was to many of us when we first heard that the story of the little hatchet was not well authenticated. The boy's hero must be above criticism. A picture of Alexander taming Bucephalus or riding at the head of his victorious army is a much more inspiring sight than one of General Shafter being elevated to the back of his groaning steed by the aid of a wooden platform and three hired men. Yet future generations may ask, "How big was General Shafter, pa?"

The boy whose opinion of our government is gained from history, believes that it was bought with the blood and established by the wisdom of our heroic ancestors, to be preserved and transmitted a rich legacy to future generations. The boy whose knowledge is gained from partisan newspapers is taught that the president is a puppet, put up as a figurehead, and worked by a string in the hands of his political creator in the interest of a law-protected gang of robbers in Wall street. The senate is a rich man's club, where wealthy incompetents invest their virtuous savings in a title that will prove useful for epitaph purposes. "It will look well on a tombstone, give dignity to the grave, and keep people off the grass." The house of representatives is a collection of bucolic curiosities, with a profusion of whiskers and a scarcity of socks, who drink whiskey, talk buncombe, and blow out the gas.

Current history is current politics. The history of the nation is the history of political parties. No intelligent understanding or discussion of one can be had without the other. Whatever is political rouses the sternest, most turbulent, the most unforgiving passions of the human race. The feelings that animated the soldiers in the civil war are cherished in the hearts of both sides today—especially in the hearts of those who did no fighting. It has taken us over a century to be able to regard England with justice. The feelings engendered in the minds of students by the distorted statements of partisan newspapers will prevent them from ever seeing the

events of today in the true light in which history will record them.

Current events are not history. We view them as individual occurrences without knowing the plans or purposes of those who cause them or being able to foretell their consequences. They fill the mind with useless data that have no value except that they occurred. The information is seldom exact or even truthful. Of the dozens of generals and reporters on a battlefield says Brisbin Walker, no two will agree as to what actually happened. Facts are distorted to suit special pleaders. Actions of great men are recast in the crucible of petty intellects, and petty actions are exalted by enthusiasts into deeds of heroism. This jumble of contradiction, misrepresentation, hysterical flattery and scurrilous abuse is not the part of current literature to which the attention of the young ought to be directed. Children's minds turn instinctively from this and delight in poetry and romance, in stories of heroism, adventure and discovery, and this kind of reading is conducive to mental development and character-building.

The child's school life is the time when literary tastes are formed, and reading should be carefully chosen. At this time habits of thought and expression are formed, and the hurried work of newspaper reporting seldom furnishes the best models. The habit of reading much that is not to be remembered or that is not worth remembering is ruinous to the memory. No child should be encouraged to read anything that is not worthy of remembrance. Neither should any subject be introduced into class work that may not be fully and freely discussed, or upon which the teacher cannot express his opinions and convictions and tell the plain, tactless truth. Speaking not of theories, but of present conditions, on such questions as imperialism, protection, free coinage of silver, and during heated campaigns, the teacher must appear before his class as one lacking either in information or in courage, unless he has influential friends enough to build him a university.

A dry statement of occurrences by a pa-

per or teacher lacking either the privilege or the courage to discuss causes, express opinions or draw conclusions is certainly unprofitable pabulum to furnish the eager minds of inquisitive young Americans. The child to whom current history is not systematically taught in school is not necessarily ignorant of what is going on in the world. It has never been my misfortune to have pupils who remained ignorant of events that were of sufficient importance to merit a place in history until they were taught to them in school.

The intelligent teacher will make use of current events in teaching geography, history, civics, and literature. The teacher who has tact and is full of resources will draw upon everything in the heavens above and the earth beneath and the waters under the earth for material. But whether current history as a separate branch has established its right to a place in the course of study in the public school is still an open question.

### A Thirty Dollar Mistake.

C. W. BARDEEN.

The advantages of the teachers' agency are sometimes as marked to teachers who wish to get released as to those looking for places. On August 26, Principal Hoag, of Gainesville, was elected at North Tona-wanda, but could not get released unless he could furnish a satisfactory substitute. He telegraphed to us; Mr. Behm, whom we sent, was elected, and Mr. Hoag was released. Principal Flagg, of Little Falls, was elected principal of a Buffalo grammar school just as schools were about to open. We had anticipated this, and had recommended to Superintendent Warfield E. D. Henry, of Catskill, in case the vacancy should occur. So when Mr. Flagg's telegram reached Mr. Warfield, he telegraphed to Mr. Henry, who made personal application, and proved so satisfactory that Mr. Flagg was released.

On the other hand, a man just graduated from college who wanted to do science work got nervous lest he should

fail to get such a place and accepted a principalship at \$600. Subsequently he was elected to such a place as he wanted at a higher salary, and he wanted to get released. But he knew a man who was willing to pay him \$30 for the principalship, so instead of going to an agency, he kept the matter secret, and tried to turn the principalship over to this man, though he knew he was not very well fitted for it. The consequence was that the board refused to release him, and he must practically waste the year, doing uncongential work at a low salary.

He was quite unable to see that this was only just punishment for unprofessional conduct.

"Why shouldn't I make \$30 out of that place?" he asked us. "The man would have to pay that to an agency; why shouldn't he pay it to me? I need the money."

"The principle is simple," we replied. "We recommend teachers professionally. We have a business established twenty years ago, conducted at an expense of many thousand dollars a year; and when we recommend a teacher it is known, not only that we are paid for it if he is elected, but that we have made a choice from a good many candidates, and have a reputation to maintain for careful selection. When you recommend a teacher to take your place, you are professing to act in a private capacity; if the board dreamed that you were to be paid for getting him in when the only reason for electing a new man was to do you a favor by releasing you, they would probably refuse to have anything more to do with you or your friends."

"I must say, I can't see the distinction," he said.

"You can see the distinction in law or in medicine, can't you?" we asked. "If a friend of yours has a cold you may advise him what to do for it, but you can't take money for the advice unless you have a medical diploma; and if he found that



you had recommended a patent medicine on the sales of which you got a percentage, he would probably express his opinion of you vigorously."

"Still I don't see why I shouldn't have the \$30, just as much as you," he said doggedly.

"You see you didn't get the \$30, and that you don't get the bigger salary or the work you want, don't you?" we replied.

"Yes, it happened so," he admitted.

There are some suggestions in this article that teachers will do well to reflect upon.—School Bulletin.

#### Who Owns The Universe?

In the University of Colorado there is an interesting curiosity occupying the chair of Economics. His name is Le Rossignol, and his views of human rights may be seen in the following statement, which he is reported to have made in all seriousness: "If it could be shown that private ownership would best tend to the improvement of land, air or sunlight, then it would be right and beneficial for society to permit of such private ownership under proper restrictions."

After an address on the above thesis by Professor Rossignol to his plutocratic friends and owners, it would be in order to sing the following parody, which was published in *Great Thoughts*, London, England:

#### THE OWNERS OF THE UNIVERSE.

Let us corner up the sunbeams  
Lying all around our path;  
Get a trust on wheat and roses;  
Give the poor the thorns and chaff;  
Let us find our chiefest pleasure  
Hoarding bounties of today.  
So the poor shall have scant measure  
And two prices have to pay.

Yes, we'll reservoir the rivers,  
And we'll levy on the lakes,  
And we'll pay a trifling toll-tax  
On each poor man who partakes;  
We will brand his number on him  
That he'll carry through his life;  
We'll apprentice all his children,  
Get a mortgage on his wife.

We will capture e'en the wind-god,  
And confine him in a cave;  
And then, through our patent process,  
We the atmosphere will save;

Thus we'll squeeze our little brother  
When he tries his lungs to fill,  
Put a meter on his windpipe  
And present our little bill.

We will syndicate the starlight,  
And monopolize the moon,  
Claim a royalty on rest days,  
A proprietary noon;  
For right of way through ocean's spray  
We'll charge just what it's worth:  
We'll drive our stakes around the lakes—  
In fact, we'll own the earth.

#### The Superior Class.

The Superior Class is a burden. No nation ever survived it long, none ever can. This volunteer Superior Class has always thought that good is to be gained by avoiding labor; by wearing costly and peculiar clothing; by being carried in a palanquin, by being waited on by servants; by eating and drinking at midnight; by attaining a culture beyond the reach of most; by owning things that only a few can enjoy—these are the ambitions of the self-appointed Superior Class. Most of the colleges and universities have cursed mankind by inculcating the idea that to belong to this Superior Class was a desirable thing. The thought of education largely is that it sets one apart and fits him for good society. To be useful is not enough; you must be clever—hence come Oxford and Cambridge, and offer to bestow degrees, vouching distinction, that will place you in the Superior Class—for a consideration.

The Superior Class lives by its wits, or on the surplus earned by slaves or men that are dead. When you live on the labor of dead men you are dead yourself. It can never be done away with through violence and revolution. This has been tried again and again. Revolution is a surgical operation that always leaves the roots of the cancer untouched. Another excrescence sprouts, and one Superior Class is exchanged for another.

The remedy is in a new method of education which will teach men to be, not seem—that will give pupils diplomas on what they can do, not on what they can memorize. Churches must cease being fashionable clubs, and the army must be con-

signed to limbo. War is hell, and just as long as you have an army you'll have war.

The revolution will come peacefully—anything gained by violence crystallizes itself into a Superior Class that needs an army to uphold it, and a church to absolve it. These two things are proof of its weakness. There is something wrong in the man or thing that needs protection.

The religion that bolsters itself by a threat gets punished eventually through believing its threat is true.

No, the desired end can never come through threat and violence—that is where men have stumbled since history began.

The Millennium will come in this way:

First, men will decline to join a social club that calls itself a "church."

Second, men will refuse to enlist as soldiers for any other reason than to resist a threatened invasion of their homes.

Third, parents will refuse to send their children to any school, college or university where the curriculum does not provide that at least one-half the school day shall be spent in work; and where play (not athletics) for all is not considered just as necessary as arithmetic.

If mankind can be made to see that to belong to the Superior Class is absurd and barbaric, we shall look for happiness elsewhere. The members of the Superior Class are not happy—their pleasures pall. A man may belong to the Superior Class, but if his bones are full of pain and his mind perplexed, his social station availeth little. There is no health in idleness, there is no joy in selfishness. The Superior Class is simply a huge mistake—it is to be pitied, not envied, and when our children and our children's children know this, and are willing to do unto others as they would be done by, one generation will then conserve and hold the good that another has gained.—Elbert Hubbard, in *Cosmopolitan*.

It is poor policy to rail at people who do not agree with us. The generous, broad-minded man will give every one credit for knowing some things and having a right to his opinions. The best friend is not always

the one who agrees with us, though we are apt to think most of him for the time being. Often the man who disagrees with us and proves us wrong or compels us to investigate in order to establish our claims, is our best friend. As a rule the one who gets angry is the one who is wrong.—*Missouri School Journal*.

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### Two Types.

The average institute speaker falls naturally into one of two classes, both of which are well defined, and, like the "poor," "always with us." We refer to the "informational," and the "inspirational" institute worker or lecturer, who contents himself with pouring a mass of facts into the receptive minds of his hearers, with scant attention to the larger view which comes from a consideration of the aims ends and general principles of his branch. Every teacher can recall illustrations of this class of institute worker. He has his place in the scheme of things, no doubt, for personally we should prefer listening to his "vocalized text-book" to sitting under the ministrations of the merely inspirational speaker. The latter is commonly a person of some educational prominence, invited to speak on that account, and he prevails very much at the evening sessions of institutes. With a mind not habituated to lively and fresh thought—thought as an exercise stagnates among "celebrities"—little in the way of valuable or accurate information could be expected from the speaker.

It is regrettable that the necessities of the situation seem to demand that the heads of institutions, and other prominent men, shall relinquish their detail work and devote their time almost exclusively to administration. A lack of proper balance soon manifests itself. The position of gang boss engenders a fatal tendency toward direction rather than instruction, "inspiration" rather than guiding. Now, it is precisely both of these which the conditions of institute work require. Neither "Dryasdust," the pedant, nor Prof. Fizz, the exuberant champagne orator, meets the

requirement. Let us have clear thinking, exact and full information, helpful suggestions, the side lights of experience, and withal that contagious enthusiasm which, if we attempt to isolate it, proves only foam and sparkle, and soon grows flat and stale to taste and memory.—G. W. Bishop, in *Oregon Teachers' Monthly*.

#### Makeshifts in the Biological Laboratory.

PRINCIPAL P. M. SILLOWAY, LEWISTON, MONT.

Not a few good high schools, ranking above the average in accredited lists in their departments of English, mathematics, languages, and history, have no facilities for laboratory teaching in science. The necessity of economy, seemingly so imperative in most country towns, precludes the expenditure of a sufficient amount to equip a laboratory to the liking of the science teacher. Many high schools have in their faculty a science teacher who is not supplied with any facility for observational methods, consequently the science teaching in such high schools is limited to the textbook in the nature of classifications, definitions, and descriptions. In these high schools, science teaching by the laboratory method has become a bugbear, the apparent lack of facilities being urged as an excuse for not attempting any examination of specimens or experimental work.

The beginnings of a biological laboratory are within the reach of any ambitious science teacher, and the beginnings, however primitive, will be so helpful that more complete equipments will follow. More than once a complete laboratory has been evolved from the few simple makeshifts of its initial year. Laboratories are made, not born.

The essential of laboratory method in biology is the study of specimens as types of living forms. This involves the observational plan of study, and its largest success requires a place for such study, also the collection and preservation of material. A separate room is desirable, but in the beginning the lack of it is not fatal to laboratory methods. Any corner of a room not crowded can be converted into a laboratory. The writer once conducted a fair-

sized class in biology using the ordinary recitation seats in the front part of the high school assembly room. Each pupil was furnished with a large square of heavy pasteboard, which placed on the lap was a usable substitute for a table to hold specimens, implements, and note-book. In the beginning this work attracted some attention from the pupils in the seats behind, but in time it came to be a regular part of the school program and was regarded as any other familiar exercise.

A supply of water is important, but water and containers are generally easily obtained. An ordinary water bucket, dipper, basin, and refuse jar are the most primitive forms for laboratory purposes. A wooden keg fitted with a faucet, and placed on a box or other support, with a drip bucket below, is a step in advance. Even better is a water tank or ice water cooler, holding five or ten gallons, and a sink such as is used in a kitchen. Some so-called colleges have nothing better than a tank and sink, and these answer ordinary calls, though more care is required in the matter of cleanliness.

For the collection and preservation of specimens, a supply of wide-mouth bottles is desirable. Mustard bottles serve admirably. The culinary department of any hotel or large boarding house will furnish plenty of these for the asking. A good substitute for taller bottles can be had in preserve bottles, also obtainable from the refuse of boarding houses. Ask the grocer who are his customers for such ware, and request the purchasers to save the empty bottles for use at school. There are now on the market several varieties of large, flask-like bottles or jars, sealed with tin covers, receptacles for fancy preserves and fruit. These flasks, having wide mouths and even very convenient handles, are superior for use in the laboratory, and can be obtained without cost as suggested.

Useful substitutes for dissecting pans are the covers of the larger tin lard pails, which may be obtained by pupils or teachers from hotels and restaurants. Except the contrivances for tying down the specimens, these tin covers are as useful as more expensive pans. They can even be

lined with wax or other material to suit the needs of the teacher. By punching holes in the vertical sides of the covers, the specimens can be secured to the bottom of the pan, and the dissecting pan is complete. The covers of the ten-pound pails are large enough to hold specimens of average size, but larger covers are more convenient and can be had with a little effort. Another makeshift for a dissecting pan is the ordinary pie pan; it is cheap, and will give good service. Like the lard pail cover, however, it is too shallow to admit of dissections under water.

A paper of darning needles will furnish a supply of dissecting needles, which, if not as convenient to handle as the ones advertised for laboratory purposes, will be found useful in the handling and dissecting of specimens. However, needles with wooden handles are so easily made that suggestions for makeshifts in this respect are scarcely necessary. Home-made wooden handles can be provided, and with a pair of pliers the head of the needle can be pushed into the end of the wooden cylinder, thus forming a needle as handy as any. Discarded hat pins may find their way into the box of dissecting needles. As an example of makeshift, in an institute where the writer once had a large class in zoology, the young ladies used their hat pins to handle and dissect insects.

A few magnifiers, scissors, forceps and knives or scalpels are requisites. The brass-mounted magnifiers, known as tripod dissecting microscopes, listed in catalogs at fifty cents, are generally used. For the initial year, one of the magnifiers to two pupils will be sufficient. Others may be added later, and in time complete compound microscopes will find their way into the laboratory.

Any sharp-pointed scissors of small size, such as retail for twenty-five cents and upward, are suitable. A pair to two pupils is necessary for the beginning. The scissors known in catalogs as medium straight are the best for all simple dissections, and they are generally listed at about thirty-five cents. A good dissecting scalpel has a cutting edge of 23 mm., and is listed

at thirty-five cents; a half dozen will supply a class of twelve for a start. Any common pen knife will do the work. Each pupil may be required to furnish his own knife or scissors, though it is preferable to have all such implements supplied by the school. In one high school, affected by the blight of an economical board of trustees, the girls furnished each a pair of scissors and the boys each a pen-knife. By an exchange of implements, the work was managed very successfully.

Good laboratory tables are desirable, but their place can be supplied in a measure by desks or temporary tables. Kitchen tables are excellent for this purpose, as they can be washed or scrubbed when necessary. One of these will accommodate two pupils, and even three in case of emergency. These tables are convenient when the same room must be used both for biology and physics, for nails may be driven into their tops, diagrams made on them with chalk, holes bored through them, and like operations demanded in experimental exercises.

#### Averting Thunder Storms.

Whatever one may think of the method set forth in the specific illustration of how to forestall disaster given below, every experienced teacher will recognize in the following from Primary Education an interesting discussion of a very present danger that cannot safely be ignored. The writer is not setting up a man of straw. The best of teachers may at any time be overtaken by a storm, and it is wiser to put up the lightning rods of tact and forethought than to disregard the storm until it bursts, and then seek refuge in the cyclone cellar of some other position.

#### MAKING FRIENDS FOR THE SCHOOL.

It is astonishing how little the average man or woman knows about public schools. They have a general idea that teaching is not what it used to be. The children talk about their school lessons in such a way that convinces the parents that everything is "new fangled," and unlike the good old ways that produced some of the ablest men and women the world will ever see. With this conclusion they dismiss the whole subject as outside their interest or obligation.

But combined with this ignorance and apathy, is a lurking prejudice against the new order of things. So long as educational affairs go smoothly, this prejudice seems to sleep, but let trouble arise in the schools of a community, and it will burst forth like a caged animal that has crouched, quietly waiting for provocation to assert himself.

Now, just as surely as the contention of invisible forces in the air brings on thunder storms, the opposing thought currents in a community will sooner or later roll up the black clouds in the school horizon, and before the absorbed teachers are aware of the significance of the muttering thunder a storm bursts and some of the number are in danger of being "struck" out of a position by the stunning force of official power.

What can be done beforehand to provide against such sudden gusts of public opinion? How can the teachers in any locality, while yet the sun is shining and the air is balmy, make sure of the interest and confidence of the leading influential people, that shall be a wall of protection when help is needed? It is not easy to seek out and try to inveigle the busy mother, the hurried business man, and the zealous club woman into the schoolroom. It is the last place they would think of visiting, if let alone—heaven only knows why. This indifference of good men and women to the way their children are being educated is a mystery for the psychics. Still, notwithstanding this indifference, it is not safe—worldly-wise safe—to keep strictly to one's duty and make no effort to know and be known by the leading men and women whose yea and nay are potent in the management of the schools. To win interest in the face of this unconcern calls for skill and tact that would grace a diplomat.

That is what one teacher did. In the earlier days when kindergarten gifts were not so plentiful in the primary schools as now, a first year teacher found herself the subject of unfriendly comment for her use of the type forms. Mothers sent their children to school to learn, and not to play with blocks and sand, etc. The ominous murmurs reached her. She determined to act. It was a case for sweetness and light, and a church reception. She went, smiled her way till the supper hour, when she happened (?) to find herself beside the popular physician of the town. With a skillful leading up, she gaily challenged him to tell

her the shape of the apple in his hand, of the chocolate she was unwrapping from the bit of paper, and the jelly roll on the table. He failed; he was curious; he was interested. "Come to school and let my little folks tell you," she said, and left him before he was enlightened or—bored. One day, a little later, he was riding leisurely by with no sign of haste or pressing duty, and she called him in. The incident at the reception had burrowed in his subconsciousness and he was glad to enter.

In five minutes her children were proceeding as naturally as if they were alone, manipulating blocks, talking charmingly, moulding objects, stringing beads, etc. The sensible doctor, who loved children next to his profession, was captured. He grasped the purpose of the condemned "play," saw its place in the education of the little ones, and after a half-hour talk with the teacher after school, drove away seeing cubes, cylinders, and spheres in every object about him. His visit was none too soon. In a week, the board were considering the removal of this "play teacher" for somebody who knew how to "keep school." At the next school meeting the doctor entered, uninvited, and spoke, unsolicited. There was nothing ambiguous in the words with which he diagnosed the situation and prescribed for the narrow conservatives who would condemn without knowledge. Intelligent people were appointed to visit the school, and in a month the play teacher was the pride of the town. The skeptics didn't yet understand about "these new kinks," but if all this was progress, why, that was what they wanted; of course, it was. Public sentiment, like the weather-vane it is, veered to the right. The broad-minded doctor had saved the case—and the teacher.

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When honest criticism is strangled a republic is dead. It has become a despotism. Without a free and open discussion of Buchanan's policies, Abraham Lincoln would never have been elected. And these people are not even honest—they mean only that everyone shall be estopped from criticising their man; but they will feel perfectly free to criticise the other man if he gets in. Such are made particularly to be the easy raw material of despotisms.



The only free man is the man who dares to think and dares to let his neighbor think.—Land of Sunshine.

#### Advice to Teachers Concerning Reading.

Prof. Goldwin Smith, of Toronto University, recently gave some advice to teachers in the matter of reading and forming small private libraries. Although some of the books he names are a trifle antiquated, and one wonders why he named so many authors who are in the same contemporaneous group, yet the spirit of the advice is admirable and the style in which it is given is delightful. It is not difficult to understand why no American writers are named. To an English gentleman of the old school there are no American writers, or if there are any they interest the old-fashioned English classicist only as women who speak in public interested Dr. Johnston; of a woman orator or a dog walking on its hind legs, he said they are both interesting, not because they perform so well, but because they can perform at all.

No one can wisely prescribe the best fifty, nor the best dozen, nor the best three books for another to read. But Prof. Smith's advice is wholesome in general and in the abstract, however much we may disagree with his concrete bill of specifications. He says:

I need not magnify the importance of your profession to the commonwealth. A monarchy may do without popular education. The shepherd is content if the sheep will go or his dog can drive them the way he wishes. To a democracy popular education is a vital necessity. Lowe said rather cynically, we must educate our masters. It is better to say we must educate political partners. This reconciles me to the assumption by the state of a duty which nature seems to have assigned to the family. I have more confidence, I confess, in the family than I have in the state, as governments now are.

A public school may, by its order, its regularity, its discipline, even by its physical cleanliness and neatness, afford a certain moral training. But I am not surprised at what seems to be the growing predilection on moral grounds, for private schools. Rising in the world, which our system practically inculcates, is a good principle in its way, both for the pupil

and for the commonwealth, the progress of which will be forwarded by his activity. But we cannot all climb over each other's heads.

While you are teaching others do not forget your own culture. After hot summer days in the schoolroom, you will be more inclined to fresh air than for books. But there are winter evenings and Sundays; there is the close of life. Besides the public or traveling libraries, have little libraries of your own, with your favorite authors, to be taken down when the fancy strikes you. Editions of the classics are now very cheap. It is far better to be familiar with one great writer, than to know a little of twenty less great.

For serious literature, in forming such a little library, there are Bacon's Essays, marvelous condensations of wisdom in language the most majestic. There are Lamb's Essays of Elia, ever charming. There are Macaulay's Essays, unrivaled for brilliancy of style, though a little too cock-sure. Melbourne said he wished he were as cock-sure of anything as Tom Macaulay was of everything.

In English history I cannot help calling attention to Knight's Popular History, though being in eight volumes with wood cuts it is rather an expensive book. It gives a fair and lively narrative of events, with a full account of the manners, literature, and general life of the people, all in a genial and liberal spirit without taint of party. In biography, Boswell's Johnson is supreme.

In poetry, Chaucer soars singing joyously as a skylark in the literary dawn; but perhaps from the archaism of his language he is to most people rather a subject of study than a source of pleasure pure and simple. Never be tired of reading Shakespeare. The more you read him the more you will find in him. The first six books of "Paradise Lost" are about the most sublime of human compositions. If you want perfect rest turn to Cowper's "Task." All Scotchmen worship Burns, and we will join them if they will let us take the poetry without the man. Then comes the stirring age of the Revolution, and with it a galaxy of poets of the deeper kind, Byron, Wordsworth, Shelley, Coleridge, Keats. At last we have Tennyson, supreme in art and the mirror of our own age, with its science, its speculations, and its doubts.

Of the recent works of fiction I do not know much nor care to know much more. For political and theological novels I have no taste; let us have our politics and theology straight.

Miss Austen, I fear, is out of date, for you, though not for me, who can remember that state of society. It is a pity, for she is a little female Shakespeare with the very rare gift of endowing her characters with life. Nobody has ever written such tales as Scott, and in reading anything of his, you enjoy intercourse with a truly noble gentleman. Thackeray is not really cynical, while he teaches you deep lessons in human nature. He not only makes us laugh, but does us good. There can be no better religious exercise than reading the "Christmas Carol." George Eliot, of course, is admirable, though rather philosophic and austere.

But choose freely for yourselves. Make your little library of your own favorites; only make your own little library.

#### **The General and the Bridge Builder.**

An army came to a large river; the bridge had been burned and there were no boats. The emergency was urgent and the general sent for his bridge builder. "Sir," he said, "You must keep men at work night and day, and have the bridge replaced as soon as possible. The engineer will send you plans at once." The old man saluted and withdrew.

The next day the general sent an orderly to inquire whether the engineer had submitted his plans. The bridge builder returned this message: "My compliments to the general and tell him the bridge is ready. I don't know whether the engineer has made any pictures or not."

"Hæc fabula docet,"—too much red tape is too much, but too little is just enough.

The strong movement toward centralizing rural schools in cities and towns is to be deplored and avoided if possible. The preservation of the conservatism of the farm; the simplicity of its manners and dress, the ruggedness of its life; the peace, the quietness, the contentment of its homes; its formation of good habits; its

absence of vice; its opportunities for physical development, and its making of men and women of clear consciences, are items which argue eloquently for rural life, and make its preservation of vital necessity to the welfare of the nation.—State Supt. J. M. Devine, of North Dakota.

#### **"Teach the Children to Love Nature."**

Like that other bit of educational cant "teaching patriotism," the above admonition is often employed in a most thoughtless and flippant way by teachers who are intelligent enough to know better. The fact is, love of nature, love of country, love of anything cannot be taught. Granting that providing the right environment may engender a love of nature, it does not follow by any means that a study of science in which the use of the scalpel and the microscope is unduly magnified will conduce to "a love of nature." On this subject, John Burroughs recently wrote in the Outlook, as follows:

I am often asked by editors of educational journals and by teachers and principals of schools to write or talk upon Nature Study. My reply is, why should I, who never study nature, write or speak about Nature Study? I have loved nature and spent many of my days in the fields and woods in as close intimacy with her varied forms of life as I could bring about, but a student of Nature in any strict scientific sense I have not been. What knowledge I possess of her creatures and ways has come to me through contemplation and enjoyment, rather than through deliberate study of her. I have been occupied more with the spirit than with the letter of her works. In our time, it seems to me, too much stress is laid upon the letter. We approach Nature in an exact, calculating, tabulating, mercantile spirit. We seek to make an inventory of her storehouse. Our relations with her take on the air of business, not of love and friendship. The clerk of the fields and woods goes forth with his block of printed tablets upon which, and under various heads, he puts down what he sees, and I suppose foots it all up and gets back home. He is so intent upon the bare fact that he does not see the spirit or the meaning of the whole. He does not

see the bird, he sees an ornithological specimen; he does not see the wild flower, he sees a new acquisition to his herbarium; in the bird's nest he sees only another prize for his collection. Of that sympathetic and emotional intercourse with nature which soothes and enriches the soul, he experiences little or none.

The knowledge of nature that comes easy, that comes through familiarity with her, as through fishing, hunting, nutting, walking, farming—that is the kind that reaches and affects the character and becomes a grown part of us. We absorb this as we absorb the air, and it gets into the blood. Fresh vital knowledge is one thing; the desiccated fact is another. Do we know the wild flower when we have analyzed it and pressed it, or made a drawing of it? Of course, this is one kind of knowledge and is suited to certain minds, but if we cannot supplement it with the other kind, the knowledge that comes through the heart and the emotions, we are poor indeed.

I recently read a lecture on "How a Naturalist is Trained," and I was forced to conclude that I was not and never could be a naturalist at all, that I knew nothing about nature. It seems, from this lecture, that the best naturalist is he who can cut a fish egg up into the thinnest slices. Talk about hair-splitting; this egg-splitting of the modern biologist goes far beyond it. An egg is to be split into sections so thin that twenty-five of them will not equal the thickness of paper; and these slices are to be mounted and studied with a microscope. Are the great naturalists really trained in this way? I could but ask. Darwin certainly was not. Darwin was not an egg-carver. His stupendous results were not the result of any training of this sort, but "originated," says Professor Eimer, "from the simplest observations that presupposed no scientific character, and were open to be made, with a little tact, by every sharp eye and clear head." A large and open-eyed study of Nature and of natural forms, how much more fruitful it is than this minute dissection of germs and eggs! A naturalist is to be trained through his ordinary faculties of human observation, as Humboldt and Goethe were.

Not long since in a high school in one of our large cities, I saw a class of boys and girls studying Nature after this cold-

blooded analytical fashion. They were fingering and dissecting some of the lower sea forms, and appeared to find it uninteresting business, as I am sure I should have done. If there was a country boy among them, I am sure the knowledge of Nature he had gathered on the farm was worth a hundred fold, for human purposes or the larger purposes of science, all this biological chaff. Of the books upon Nature Study that are now issuing from the press to meet this fancied want in the schools, very few of them, according to my thinking, are worth the paper they are printed upon. They are dead, dead, and neither excite curiosity nor stimulate observation. I know a New York teacher who usually manages to have in her schoolroom some live creature from the fields or woods—a flying squirrel, a chipmunk, a young 'possum or turtle, or even a chicken. This the boys come to love and to understand. This is the kind of biology that interests them. The purely educational value of Nature Study is in its power to add to our capacity of education—our love and enjoyment of all open-air objects. In this way it adds to the resources of life, and arms a man against the ennui and vacuity that doth so easily beset us.

I recently had a letter from the principal of a New England high school, putting some questions to me touching these very matters: Do children love Nature? how shall we instill this love into them? how and when did I myself acquire my love for her? etc. In reply I said: The child in my opinion does not consciously love nature; it is curious about things, about everything; its instincts lead it forth into the fields and woods; it browses around; it gathers flowers—they are pretty; it stores up impressions. Boys go forth into Nature more as savages; they are predaceous, seeking whom they may devour; they gather roots, nuts, wild fruit, berries, eggs, etc. At least this was my case. I hunted, I fished, I browsed, I wandered with a vague longing in the woods, I trapped, I went cooning at night, I made ponds in the little streams, I boiled sap in the maple woods in spring, I went to sleep under the trees in summer, I caught birds in their nests, I watched for the little frogs in the marshes, etc. One keen pleasure which I remember was to take off my shoes and stockings when the roads got dry in late April or early May, and run up and

down the road until I was tired usually in the warm twilight. I was not conscious of any love for Nature, as such, till my mind was brought in contact with literature. Then I discovered that I, too, loved Nature, and had a whole world of impressions stored up in my subconscious self upon which to draw. I found I knew about the birds, the animals, the seasons, the trees, the flowers, and that these things had become almost a grown part of me. I have been drawing upon the reservoir of youthful impressions ever since.

Anything like accurate or scientific knowledge of nature which I may possess is of later date; but my boyhood on the farm seems to have given me the feeling and to have put me in right relation with these things. Of course, writing about these subjects also deepens one's love for them. If Nature is to be a resource in a man's life, one's relation to her must not be too exact and formal, but more that of a lover and friend. I should not aim directly to teach young people to love Nature so much as I should aim to bring Nature and them together, and let an understanding and intimacy spring up between them.

#### **The Metric System in Great Britain.**

(FROM INTELLIGENCE.)

The United States Consul-General at London forwards a letter from the Secretary of the Decimal Association of England on the subject of the agitation now going on for the adoption of the metric system in Great Britain, of which the substance is as follows: "There are 290 members of the House of Commons in favor of the adoption; sixty town councils have passed resolutions in favor of the movement; all the chambers of commerce, nearly all the school boards, the trade unions, and many scientific societies are likewise in favor; the Prime Ministers of the colonies, lately in session in London, passed a resolution urging the adoption of the measure, and the Prime Minister of England is also very favorable. It is probable that at the next session of Parliament the necessary bill will be passed."

If England enters the metric union the United States will probably follow. Then we may look out for expensive chaos in the machine shops, architectural offices, etc., throughout the country, and for a plentiful crop of lawsuits regarding titles to

land that must arise when the dimensions of city lots are expressed in decimeters instead of in feet and inches. The metric system has been legal in the United States since 1866. Anyone who wishes to use it can do so. All persons to whom it is an advantage already use the metric system. Why should it be forced down the throats of those to whom it is of no advantage?—New York Sun.

No teacher, we trust, needs to be reminded of the fallacy of the New York Sun's position and question. The English-speaking person does not live who would not have been benefited if the metric system had been adopted in Great Britain and the United States a generation ago. We see no reason to anticipate the "expensive chaos" referred to.

#### **Evolution of the Teacher.**

MARY ZEIK, CEDAR RAPIDS, IOWA.

The average teacher passes through three stages of pedagogical development.

The first may be called the imitative stage. When the ambitious young teacher enters her first school, she carries with her the methods, devices and manners of the favorite teacher of her own school days.

Later, as she attends the normal institutes, and is impressed with the various instructors, she changes her "ways of teaching" successively, each instructor serving, in turn, as a model. She remembers how certain truths were developed; the questions asked; the illustrations given, and strives to reproduce them faithfully. But for some reason these "developing exercises" do not prove satisfactory. The children do not respond properly; they fail to see things in the manner prescribed by the institute instructor. She visits the schools of successful teachers and takes copious notes on all that she hears and sees. When she comes back, she tries to do things exactly as she saw them done. She does not understand the purpose of many of the things she does, but concludes that they must be right or Miss So-and-So would not do them.

As time goes on, she finds it difficult to reconcile the many conflicting methods and suggestions showered upon her by institute instructors, educational conventions and school journals. But she is not discouraged. She reads of educational progress; is told by the torch-bearers of the "new education" that the old order of things has passed away; that education must meet the demands of the advanced civilization of to-day, and that educational reform is imperative. She reasons thus: "Progress means change. The newest is the best. Therefore will I diligently seek the newest and latest schemes for teaching reading, writing, spelling and arithmetic, and I will become a progressive teacher."

She has now reached the irrational stage. Every new method attracts her. She talks glibly of phonograms, ratios, visualization, concentration, synthetic, analytic, spiral, topical and laboratory methods, and tries various plans for securing discipline, abandoning each as a new one is discovered. The text-book is thrown aside and the child becomes the center from which all school activities radiate. She is somewhat in doubt whether nature or the humanities should be made the basis of the school course, but finally decides that the "culture epoch" theory is the only true one.

In progressive schools, children model in clay, weave mats and hammocks, and make boxes of paper, and baskets of raffia and rattan; so she prevails upon the school directors to equip her school with hand looms, potter's clay and other necessary materials and plunges into these occupations with a fervor which bids fair to eliminate reading, spelling and arithmetic from the daily program.

Certain schools have acquired a reputation for their work in literature. She visits them and straightway places Shakespeare in the hands of her fourth grade pupils. Thus she goes on changing her methods constantly under the delusion

that this is wide-awake, progressive teaching, until, one day, she begins to question whether this is really teaching school in the best way. Then, for the first time, does she seriously consider her work in relation to her pupils and to herself.

She has reached the thoughtful stage. She studies the foundation principles of education, and begins to realize that no teacher has the right to waste the child's opportunities in blind experiments and aimless teaching. A device must not be accepted merely because it interests the child and works well. Interest and happiness are conditions not ends. The true test is the test of end. She determines to try every method by the following tests:

- (1) What is the end to be attained?
- (2) Is this end a true one? Will it give knowledge, or power or skill?
- (3) Is this the best way to reach that end, with these pupils?
- (4) Can I use it well? Other teachers may use it skilfully, but can I do so?

The education of the child is the harmonious development of all his powers and cannot be accomplished by a miscellaneous jumble of devices, games and exercises thrust upon him in a haphazard way.

She now appreciates the fact that many good things in pedagogy are not new, and many new things are not good. She continues to attend educational conventions and to read school journals, but ponders carefully on what she hears and reads and accepts only that which her judgment and her experience approve. She is ever ready to improve her work, but does not believe that all change is progress, and makes the change only when convinced that it is rational and progressive. She gives manual training and constructive work its true place in school, but does not over-emphasize its benefits. She no longer disciplines her school by the methods of another. She accepts the following



principles: Self-control and self-direction can be developed only by training the will to act habitually from right motives. A child grows strong by his choices. The school, then must give opportunity for this training. To form these habits in the child, there must be freedom in his government; not license, but freedom that he may do right things, not because he is forced to do them, but from choice.

When a child can put his will over his impulse and do it cheerfully, he is rising morally. The school must be an apprenticeship for right living by securing conduct and motives which lead to such results. School discipline then, is will training. The teacher who appreciates this fact and possesses a genuine love for the work and sympathy for the pupils, is capable of governing and needs no "method" to direct her.

The teacher who has reached the thoughtful stage ceases to be artificial and mechanical. Her work has become an art, and with the devotion of a true artist does she seek for the good, the true, the beautiful.

## Curiosities and Quips

[Webster defines a curiosity as "that which is fitted to excite or reward attention." There is a legitimate place for quaint and curious lore in the education of the young. A wise use of the matter which will appear in this department will prove altogether wholesome though part of it may at first seem unrelated to any systematic body of knowledge.]

### Suggestions to Those Who Write for Publication.

A contributor to a New York daily found the material for what he thought a good story, and telegraphed to the editor: "Column story on —. Shall I send it?" The reply came: "Send in six hundred words." The correspondent wired back: "Can't be told in less than twelve hundred," and was answered thus: "Story of creation of world told in six hundred. Try it." \* \* \*

Author: I think of having my poems published in a book.

Editor: Well, that's a good way of putting them where they won't bother anybody."

### The Present Fad.

Oh, Mary had a little mat  
Of raffia to sew,  
And everywhere that Mary went  
That mat was sure to go.

It followed her at home, at school,  
Hung by her side at meals;  
"Oh, mother, help me splice this on,  
Nor mind my stocking heels."

And Johnny had a basket, too,  
Of strong rattan to braid;  
It kept him from all household tasks;  
'Twas 'neath his pillow laid.

Now everybody has a loom  
Designed by brainy man,  
To weave with rags a beauteous rug  
Of most artistic plan.

And when the teacher, quite worn out,  
Goes home, what doth appear  
But rugs and baskets strewn about  
For her to finish here.

"Why doesn't Johnny learn to spell?"  
The anxious mothers cry,  
Because we cannot weave it in,"  
The teachers do reply.

—N. P. C., in Linden Hill News.

### "Patriotism" Restricted.

The certain assurance that with the first approach of the foe every man would spring to arms troubled those in authority.

"For," reflected these, looking beyond the immediate exigency, "if everybody springs to arms, who will there be to pay the pensions after the war is over?"

It was decided to deal candidly with the situation, and accordingly the public schools were notified to inculcate patriotism only twice a week, henceforth, instead of daily, as hitherto.—Puck.

### Two Lessons on Paronyms.

Three of the words in the following are not perfect paronyms of the words for which they are substituted. Find them:

A rite suite little buoy, the sun of a grate kernel, with a rough about his neck, flue up the road as swift as eh dear. After a thyme he stopped at a gnu house and wrung the belle. His tow hurt him and he kneaded wrest. He was two tired to raise his fare, pail face. A feint mown of pane rows from his lips. The made who herd the belle was about to pair a pare, but she through it down and ran with awl

her mite, for fear her guessed wood knot weight. But when she saw the little won, tiers stood in her eyes at the site.

"Ewe poor deer! Why due you lye here? Are you dyeing?"

"Know," he said. "I am feint to the corps."

She boar him in her arms, as she ought, to a room where he mite be quiet, gave him bred and mete, put cent under his knows, tide his choler, rapped him warmly, gave him some suite drachm from a viol, till at last he went fourth hail as a young hoarse. His eyes shown, his cheek was red as a flour, and he ran a hole our.

\* \* \* \*

Our language abounds in words whose pronunciation is similar, but whose meanings are entirely different. In the following lines substitute words in the blanks

of each verse that are similar in sound, but that vary in meaning.

I.

( ) trip along with sunny smile  
Adown the broad and stately ( ).  
Then, straightway sail for that far ( ).

II.

When on the boat (I don't see how,  
But then I will) I'll sweetly ( ),  
And wave a ( ) while in the ( ).

III.

Perhaps, while I am on this ( ),  
And see on many ships the ( ),  
I'll drink the contents of a ( ).

IV.

Or, I may long for bread and ( )  
My appetite for victuals ( );  
Then I'll consume whate'er I ( ).

V.

That is, of course, if well cooked ( )  
Presented be, for one who ( )  
For dainties worthy of her ( ).

VI.

Too long to rhymes I've given ( )  
And now, while slowly falls the ( ),  
I'll let plain prose resume her ( ).

—Young Citizen.

## Readings and Recitations.

### Hassam's Proverb.

King Hassam (well beloved, was wont to say,  
When aught went wrong, or any labor failed:  
"To-morrow, friends, will be another day!"

And in that faith he slept, and so prevailed.

Long live his proverb! While the world shall roll

To-morrow, fresh shall rise from out the night

And new baptize the indomitable soul  
With courage for its never ending fight.

No one, I say; is conquered till he yields:  
And yield he need not while, like mist from glass,

God wipes the stain of life's old battlefields  
From every morning that he brings to pass.

New day, new hope, new courage. Let this be,  
O soul, thy cheerful creed. What's yesterday,  
With all its shards and wrack and grief to thee!

Forget it, then—here lies the victor's way!  
—James Buckham.

### The Way of the World.

It's a simple and childish old world,  
And good, when its weakness you learn;  
It likes to be liked, more than anything else,  
And it's willing to like in return.

We've called it hard names for so long,  
And told of its faults without end,  
That it's just a bit crusty and hardened on top,  
But it's glad to be friends to a friend.

And, come to take stock of the world,  
You've really no cause to stand off;  
You're just like the rest of it—full of the faults

At which it's so easy to scoff.  
And you'll find, when you're lonesome at times,  
As along on life's journey you wend,  
If you'll warm your own heart and be good to the world,  
It's glad to be friends to a friend.

### Observations on Christmas Eve.

Somehow I can't understand  
What the teacher said today  
About the seasons, and the way  
That he earth is tilted, and  
How the days keep getting short—  
Short and shorter in the fall—  
Till (she said) the winter brought  
Us the shortest days of all.  
That stumps me—that's what it does!  
The shortest days I ever saw  
Came this summer when I was  
Camping out at Cotton's.  
Pshaw! Talk about those days being long,  
Why, they went by like a streak!  
Forty of 'em (or I'm wrong)  
Wouldn't really make a week.

And now, she says the days are short;  
She made a diagram to show  
Just how it was: I s'pose I ought  
To understand—but all I know,  
Tomorrow holidays begin;  
Tomorrow Christmas'll be here;

But I'm sure today has been  
The longest day in all the year!  
—St. Nicholas.

#### Alaska Christmas Candles.

Of all the babies living in the world, you will agree,  
The baby in Alaska has the queerest Christmas tree,  
For it's lighted up with candles that are gathered from the sea!

For when people of Alaska want to see to work at night,  
Or to make their children's Christmas trees all beautiful and bright,  
They have oily little fishes that will furnish them a light.

They catch them and they dry them and they draw a little wick  
Through the bodies of the fishes, which are never very thick,  
And they stand them like a candle in a little candlestick!

And that's why of all the babies in the world, you will agree,  
The baby in Alaska has the queerest Christmas tree.  
For it's lighted up with candles that are gathered from the sea.

—American Primary Teacher.

#### A Christmas Mistake.

Old Santa Claus one morning was trying to peruse—  
Though in tearing hurry—his "Weekly Iceberg News,"  
And the name of Santos-Dumont that moment caught his eye,  
The well-known navigator of machines that soar on high.  
"Why, bless me!" muttered Santa. "A cousin, sure enough;  
Our family, I notice, is always up to snuff!  
The name's misspelled. These papers! They seldom get things right!

And he sent off for an air-ship that very self-same night.  
A month or so of waiting; and then it came apace.

Upon a fast Dog-Special to Twenty North Pole place;  
And, just as pleased as ever was any girl or boy,

Now Santa Claus his treasure surveyed with chuckling joy.

He scorned his heartsick reindeer, who vainly pawed the snow,

He scorned his shining "auto" he'd bought a year ago;

And after ardent practice, all loaded like a wain,

Behold upon his journey long his brimming aeroplane!

It southward sped, and southward, above the frozen world;

The rudder acted nicely, the twin propellers whirled;

The route was unobstructed (no hill, you know, to climb),  
The motion was entrancing, the ether free from grime;

And Santa Claus was overjoyed to have so fine a trip—  
When suddenly a cat-fit appeared to seize that ship!

It canted, swooped, and wobbled; it veered from side to side!

Oh, never Santos-Dumont had such an awful ride!

This happened o'er a city—and lo, the air was filled

With presents scattered broadcast, from out the air-ship spilled;

And into gaping chimneys of children who were bad

Fell toys and gifts unnumbered they ought n't to have had!

And into patient chimneys of children who were good

Fell naught at all, or possibly some bits of splintered wood!

The children bad were boastful, the children good were grieved,

And Santa Claus was frantic that folks were so deceived.

So, naughty, naughty youngsters with gifts on Christmas day,

Don't think that Santa's plans for you were meant to end that way;

And you, the lads and lasses who tried to do just right,

And on Christmas day imagined that you received a slight,

Please picture how it came to pass in spite of Christmas laws,

And much against the purpose of poor old Santa Claus;

And such a dreadful mix-up will ne'er take place again.

"FOR SALE (S. Claus the owner): one large new aeroplane!"

#### The Reserved Section.

["The rights and interests of the laboring man will be protected and cared for, not by labor agitators, but by the Christian men to whom God in His infinite wisdom has given control of the property interests of the country."  
—Mr. Baer.]

In the prehistoric ages, when the world was a ball of mist—

A seething swirl of something unknown in the planets' list;

When the earth was vague with vapor, and formless, and dark, and void—

The sport of the wayward comet—the jibe of the asteroid—

Then the singing stars of morning chanted soft—"Keep out of there!

Keep off that spot which is sizzling hot—it is making coal for Baer."

When the Pterodactyl ambled, or fluttered, or swam, or jumped,

And the plesiosaurus rambled, all careless of what he bumped,

And the other old-time monsters that thrived on the land and sea,

And didn't know what their names were any  
more than to-day do we—  
Wherever they went they heard it:—"You fel-  
lows, keep out of there—  
That place which shakes and quivers and quakes  
—it is making coal for Baer."

The carboniferous era consumed but a milli-  
ion years;  
It started when earth was shedding the last  
of her baby tears,  
When still she was swaddled softly in clumsily  
ing turned out in crowds;  
tied on clouds,  
When stars from the shops of Nature were be-  
But high o'er the favored section this sign said  
to all: "Beware!  
Stay back 'of the ropes that surround these  
slopes—they are making coal for Baer!"

We ought to be glad and joyous, we ought to be  
filled with glee,  
That aeons ago the placard was nailed to the  
ancient tree,  
That millions and millions of ages—back far-  
ther than Adam and Eve—  
The ichthyosaurus halted, and speedily took  
his leave,  
And so it was all saved for us, the spot with  
the sign: "Beware!  
This plant is run by the earth and sun and is  
making coal for Baer!"  
—W. D. Nesbit, in Baltimore American.

### Glorious Football Game.

Away with the feeble prize fight,  
Away with the lifeless ring,  
Away with palsied short-arm jab  
And decrepit full-arm swing;  
Our blood is hot within us, now,  
And the sport is dull and tame,  
We thirst for blood that streaks the mud  
At the glorious football game!

Hurrah for the seething scrimmage  
Of the tangled twenty-two!  
Hurrah for writhing legs and arms  
Of the smiling, fighting crew!  
Hurrah for the blood of battle  
That dyes the mass with flame,  
With grewsome groans and melting moans  
Of the glorious football game!

From the tense and breathless line-up,  
Before the first wild rush,  
When slashing, smashing guards go down  
In a gnarled and knotted crush,  
Till the stretchers come to carry  
Away the maimed and lame,  
There's pure delight in the very sight  
Of the glorious football game!

We see the gory garments  
In shreds and tatters rend,  
We watch the frantic halfback jump  
Upon the prone left end;  
We watch the doughty fullback  
Slide o'er the line to fame;  
We catch our breath in fear of death  
At the glorious football game!

Their limbs are wrenched and swollen,  
Their heads are gashed and sore,  
Gutters 'round the white-lined field  
Are running red with gore;  
But "subs" relieve the wounded men,  
The play goes on the same;  
Just let the dying lie and die,  
And on with the glorious game!

We cheer from the thronging grandstands  
And the bleachers echo back,  
We trace the ball through all its long,  
Uncertain, sinuous track;  
And yells that cleave the heavens  
Our ecstasy proclaim;  
We shout till hoarse through changing course  
Of the glorious football game!

And when the fight is finished,  
And the wounded borne to bed,  
And a few heartfelt but hasty tears  
Are shed above the dead,  
We rush upon the players,  
And we bear with glad acclaim  
The living few of the twenty-two  
From the scene of glorious game!

Then down with the palsied prize fight  
It's a brief and bootless bore;  
And it's stale and tame beside the game  
That is sport to the very core;  
He only is a hero true  
Who fights his way to fame  
At risk of life through struggling strife  
In the glorious football game!  
—The Oregonian.

## Correspondence

Will you please inform me, through your  
journal, what you consider some of the best  
recent publications on the trusts? F. T.

Try the articles now running in the  
Century. Also get the back numbers of  
The Public, Chicago, for the past two  
years.

### An Interesting Fact (2) in Nature Study.

Dr. Harris, United States commissioner of  
Education, says:

After seeing enough experiments on other  
boys to give me some confidence, I ventured to  
handle the vicious insects, and discovered that  
I, too, could do it without being stung, so long  
as I obeyed the injunction and held my breath;  
but I had to be very careful in throwing them  
away, and not begin to breathe before I had  
freed my hands from them.

Strange as this may appear to many, I am  
reporting it as a fact. It is a power that I  
verify every year when the opportunity comes.  
During the past six years I have tried hornets  
and bumblebees, also, with nearly as good suc-  
cess. I have learned incidentally of other per-  
sons who use this means of protection against  
wasp-stings, and I believe it may be used by  
all who have sufficient self-possession to hold

the breath without intermission from beginning to end of the experiment.—Primary Education.

We sent the above clipping to Supt. E. A. Gastman, whose articles on bees, published in this journal so many readers have followed with pleasure, and requested him to comment on it. Read his reply below, and then—try it. That is a sure way to find out.

Decatur, Ill., Nov. 10, 1902.

My Dear Gillan:—Of course, I cannot tell anything about the experiences of Dr. Harris. I would not like to contradict him, as I know nothing about the case. I feel quite sure, however, that if the doctor would come around some day when I have a cross swarm of bees on hand he would not hold his breath very long. Are you sure that Dr. Harris made the statement attributed to him?

Under certain conditions it is perfectly easy to handle bees. When the fields are full of flowers yielding honey, bees can be handled just like flies. Unless squeezed or pressed in some way they will not sting. That explains the philosophy of smoking the colony before attempting to handle the combs. The smoke disturbs the bees, and they at once fill themselves with honey, so as to be ready to take rations with them if driven from home. Like men, the bees are good-natured on a full stomach. Personally, I do not believe that there is any virtue in "holding the breath." Yours very truly,

E. A. GASTMAN.

Last month we published an article under the title "The N. E. A.'s Lesson to Forty Boys," reprinted from the Midland Schools, of Des Moines, Iowa. We are pleased to know that the local committee of the N. E. A. at Minneapolis did not follow the example set by the committee at Milwaukee a few years before, but paid the boys in a straightforward, honest way and discouraged the unmanly practice of taking tips. The following from the Secretary of the Commercial Club, of Minneapolis, addressed to the editor of this journal, explains the situation. It is now up to the Midland Schools:

The Commercial Club.

Minneapolis, Nov. 26, 1902.

My Dear Sir:

A friend has called my attention to an article in your journal largely copied from the Midland Schools and purporting to quote the instructions given to the guides at the N. E. A. Convention held in this city last July.

It is the first time I have seen the article and I have hastened to write the journal at Des Moines declaring my surprise that a journal should publish such statements without inquiring as to their correctness.

The boys who served as guides during the convention were given a dollar a day and necessary car fare. They worked eight hours in-

stead of ten and were especially instructed that they were not to work to secure tips but should give attention to those who seemed to be most in need of assistance. Some of the boys were discharged on the second day of service because of failure to obey this injunction.

Yours sincerely, W. G. NYE.

Will you please give the business solutions for the following problems:

(1) A merchant bought 40 pieces of cloth, each piece containing 25 yards, at \$4 $\frac{3}{4}$  per yard, on 9 months' credit, and sold the same at \$4 $\frac{1}{2}$  per yard on 4 months' credit. Find the net cash gain, money being worth 6 per cent.

(2) Which is the better investment, and how much, one of \$4,200, yielding \$168 semi-annually, or one of \$7,500, producing \$712.50 annually?

Rhine, Wis.

ALFRED BECHLEM.

(1) He bought for \$4,375, and sold for \$4,625. The present worth of \$4,625 due in 4 months is \$4,534.31, and of \$4,375 due in 9 months \$4,186.60. The difference, \$347.71 is the net gain.

(2) It altogether depends on what the use of money is worth at the time and place. If money is worth 6 per cent. then the first semi-annual payment of \$168 will in the remaining 6 months yield \$5.04, making a total income of \$341.04 from the \$4,200 in a year, or 8.12 per cent. But the other investment returns \$712.50 on \$7,500, or 9.5 per cent.

But suppose the transactions to occur in the Klondike where money is sometimes worth 100 per cent. per annum. In that case the first payment would be worth \$84 for 6 months, making a total of \$420, or 10 per cent.

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WANTED TO BUY—Volumes of Proceedings of the N. E. A. State what years you have and we will quote price.—Wisconsin School Supply Co., Milwaukee.



## The Bulletin.

Prin. R. L. Barton, of the Emerson School, St. Louis, has accepted the position of local editor of this journal. Mr. Barton is well and favorably known in several states of the Middle West as an exceptionally strong school man, and we confidently predict that our readers will soon learn to know him as a vigorous, incisive editorial writer. When anything occurs in school circles in your neighborhood that ought to be reported or commented on, please make a note of it and send it to Mr. Barton.

Yale University now requires that all students of that institution must learn to swim.

The Teachers' College has received a gift of \$500,000 from John D. Rockefeller.

Put these two books into your school library: Riddle Creek Papers, and A Summer of Saturdays. 65 cents each.

F. T. Howard, a New Orleans millionaire, has gone out of the beaten path in public benefaction and has presented his city with a fine new primary school building, fitted up in model form.

The Board of Education of St. Louis has provided for the expenditure of nearly a million dollars a year for the next three years for new buildings. Teachers' salaries are also to be increased.

The National Federation of Commercial Teachers will meet in Milwaukee at the Spencerian College, December 27-31. One joint session will be held with the Wisconsin State Teachers' Association.

Nebraska is asking for teachers, especially for principals and science teachers for the high schools and teachers for the eighth grade. Teachers interested can secure information about vacancies by writing to the Nebraska Teacher, Lincoln.

This is revision year of the course of study in St. Louis. A program of work arranged by committees of teachers and principals called together by Supt. Soldan for that purpose is now on trial there. The part that passes the test of use will be put in a more permanent form; and the other parts amended.

If you have not been using monthly report cards try this mode of encouraging regular, prompt attendance and diligence in learning lessons. See the fac simile of our card on another page. It is unsurpassed for simplicity and effectiveness, and is printed on cardboard of first quality which will stand the wear to which report cards are necessarily subjected.

As usual, the program of the Illinois State Teachers' Association this year is packed full of good things. Among the prominent speakers

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are Wm. L. Tomlins, of New York, Dr. Brumbaugh, of Pennsylvania, recently U. S. Commissioner of Schools in Porto Rico, and Dr. Henderson, of the University of Chicago.

Bliss Perry, who has occupied the chair of English at Williams College and at Princeton University, has just published through Houghton, Mifflin & Co. "A Study of Prose Fiction." Mr. Perry is now editor of the Atlantic Monthly.

Following the example set by the N. E. A. in electing as president an eminent scholar who never sought any office, many teachers favor the election of Dr. E. A. Birge, Acting President of the University of Wisconsin, as President of the Wisconsin State Teachers' Association. A better selection could not be made.

It sometimes happens that in renewing subscriptions, the subscriber's name appears twice on our list. Two copies of the paper are thus sent when only one is subscribed for. When the day of settlement comes, trouble begins. If you are getting two copies of this paper and have subscribed for but one, please give us early notice of the error.

### A Swindler Rounded Up

For some time the large book publishing houses have suffered from a unique form of fraud. The scheme was by misrepresentation of identity to secure books of more or less

value. To such an extent was the practice carried that the postoffice department was appealed to to trace out the swindlers for violation of the law against misusing the mails. According to advices just received here from Olney, Ill., through Inspector George P. Riedenbach, a capture was recently effected at Crossville, Ill., and the case so vigorously prosecuted as to serve as a warning to others. Clyde Houk, principal of the Crossville schools, pleaded guilty, when arraigned, to having used the assumed names of Prof. Wm. Z. Woods and George S. Winter to obtain books from various publishing houses, ostensibly for inspection. The substantial fine of \$500 and costs was assessed against him and paid. The post-office inspectors are said to have several other cases well in hand and assisted by the publishing firms are making strenuous efforts to break up the practice.—Cincinnati Enquirer.

The Missouri State Teachers' Association meets in St. Louis, Dec. 26-28. The principal evening address will be given by David Starr Jordan of Leland Stanford University. An excellent program is offered.

Two buildings are now being erected for the College of Medicine of the University of Iowa, an anatomy and a laboratory building. The contract price for the two is \$163,000. With the completion of these, and the chemical building already planned, the University will have a medical equipment equal to any in the West.

A unique organization, now in the second year of its existence, is the Schoolmasters' Club, of St. Louis; it meets every two weeks at the Planters Hotel, where it engages in a post-prandial discussion of educational topics in a vigorous, give-and-take manner. Any one indulging in platitudes at these discussions is liable to have his corns danced upon.

Supt. G. W. Swartz, of Monroe, Wis., has begun a series of public exercises to be participated in largely by business and professional men of the city, and designed to bring the school and the community into close touch with one another, somewhat after the manner of the Hesperia, Michigan, work. He issues a neat calendar program of the exercises. Send for a copy; it is worth examining.

The new edition of **THE WESTERN TEACHER SONG BOOK** contains the music except to those selections that are so familiar as to make the notes unnecessary. We are confident that this improvement will add greatly to the popularity of this already popular book. The price remains the same, ten cents a copy, or one dollar a dozen. For special rates for first introduction write to S. Y. Gillan & Co., Milwaukee.

The services rendered to education by Benjamin Franklin are becoming more fully appreciated. An attractive volume upon Franklin's Educational Ideal has been prepared by D. E. Cloyd, inspector of schools of the general education board, and will be published at

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### William Tell

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A delightful rendering in verse of this interesting German story, for upper grammar grades.

### The Story of the Philippines

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once by D. C. Heath & Co., Boston. Besides presenting a full account of Franklin's educational doctrine, the book contains copious extracts from his works, and will prove of interest to the general reader as well as to the student of education.

Lessons in Mathematical Geography by S. Y. Gillan, Milwaukee, is a unique presentation of this interesting subject. The work in Mathematical geography as outlined for Illinois, Wisconsin and many of the schools of Iowa and Missouri follows the plan of the book. One superintendent ordered 300 copies for use in his eighth grade. Price 10 cents, or \$1.00 a dozen.

Few school books have been more opportune than "Language, Through Nature, Literature, and Art," by Perdue and Griswold, just issued by Rand, McNally & Co. The book is welcome chiefly because it presents an organized course in language for the second and third grades, that can be done by the ordinary pupil and that will fit him for the study of formal grammar. The book is independent of any series and will serve as a preparation for the first book of any standard series.

A part of the language work is based on suggestive lessons in nature study. These are accompanied by nature observations and simple experiments of practical value. If the book does nothing except to unify the nature work of the primary grades and make practical the desultory picture study which teachers have been attempting, it will do a great service.

There is no more appropriate Christmas gift for a young friend than a year's subscription to St. Nicholas.

Two articles in the December Review of Reviews discuss the consolidation of country schools. Superintendent Nelson, of Kansas, describes the plan and its merits, and the experience of school officers in many States in attempting the centralization of rural schools and the transportation of pupils at public expense is summarized by W. B. Shaw. It is shown that much progress has been made—especially in the Middle West and the South.

The busiest people read The Youth's Companion because it is condensed, accurate and helpful. Its weekly summary of important news is complete and trustworthy. Its editorial comment on political and domestic questions is non-partisan; it aims to state facts in such a way that the busiest person can use them as the basis of an intelligent opinion. It reflects on every page the wholesome, industrious, home-loving, home-making side of American life, the life of noble aims and honorable ambitions.

Dr. Edward Everett Hale's Memories of a Hundred Years was published early in November in two volumes, with many portraits and fac-similes of interesting letters and other illustrations. In his long and active life Dr. Hale has been in touch with almost every prominent man and woman associated with the country's social and political history during the last century. It will be one of the most interesting biographical works published this year.

First Steps in the History of England, by Arthur May Mowry, illustrated, Silver, Burdett & Company, Chicago, is an entertaining narrative of the essential facts in English history, combined with a wealth of artistic and instructive illustrations. Twenty-nine leaders in the making of the English nation are the central characters, and the biographies of these form the nucleus of the story. It shows the daily life and the ideals of the nation, as well as its wars and its politics. Yeomen and peasants, scholars and reformers, play their parts as prominently as warriors, cardinals and kings.

#### Hot Springs, Ark., Via the Wabash.

Commencing Nov. 9, the Wabash established its system of through Pullman tickets from Chicago to Hot Springs, Ark., via St. Louis and the Iron Mountain Route. Passengers leaving Chicago on the Wabash fast day express, at 11:03 a. m., will arrive at Hot Springs next morning at 8 o'clock. For illustrated printed matter giving full information regarding this wonderful health and pleasure resort, address F. A. Palmer, Asst. Gen. Pass. Agt., Wabash R. R., 97 Adams street, Chicago.

Readers of "Mrs. Wiggs of the Cabbage Patch" will turn first of all in the December Century to "Lovey Mary," the first part of which introduces the titular character in a series of adventures which bring her to the Cabbage Patch. It is announced that Mrs. Wiggs is a character in the new story and that it is crowded with action and fun.

We want 100 teachers who are willing to go to North Dakota, South Dakota or Nebraska, to teach district schools, at \$40 or \$45 per month. One young lady whom we recently placed in a primary grade has been teaching continuously for fifteen months in country schools. Owing partly to the scarcity of teachers some of the schools hold winter terms and others summer terms. Those who desire can therefore teach eleven or twelve months in the year.

For a short time we offer to enroll free any teacher of suitable qualifications who will accept such a position as we describe above and can go on short notice.

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Complete Graded Arithmetic, a series of six books, one for each grade from the third to the eighth years in school, by George E. Atwood, each book contains 140 lessons and about the same number of pages. Price, per volume, 25 cents. D. C. Heath & Co., publishers, Boston, New York, Chicago.

The pupil's development in power to grasp the lessons as given is a fundamental assumption in this series; hence no rules, nor model solutions, nor suggestions to teachers is given. On each left-hand page are presented two lessons, and on the page facing them are exercises for oral recitations. Concrete problems and drill work on combinations of numbers are emphasized in the selection of material. The quotation is well adjusted to the pupil's growing power as he advances through the series, and constant reviews are kept up. Due attention is given to the cultivation of the visualizing power of mind in dealing with concrete problems.

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The new Northwest, comprising the states of Oregon and Washington, is at the present time one of the most promising parts of the United States in the opportunities it offers to home makers and those who seek to embark in business enterprises. The facilities for the manufacture of lumber are practically limitless, the foreign commerce is increasing rapidly, and a better wheat and stock region than the eastern part of these states would be difficult to find anywhere. Facilities for travel are almost as good in those states as in the middle west. The Oregon River and Navigation Co., the Southern Pacific and the Northern Pacific with their lines now in operation and the new ones projected are bringing vast regions of rich resources within easy reach of the important trade centers of the North Pacific coast. Prospective tourists or immigrants should write to the passenger departments of those roads for the illustrated pamphlets which they publish descriptive of the region. Teachers of geography who wish to have their instruction up to date should do the same.

#### Books Received.

We will give the name, publisher and price (if reported to us) of every book that we receive. We will give notice or review of such as space and our judgment will permit. Some of the books in this list will be reviewed in subsequent issues. All volumes are cloth unless otherwise noted. A copy of any book in this list will be sent on receipt of the price.

Wandering Heroes, by Lillian L. Price. 208 pp. 50 cents. Silver, Burdett & Co.

Lord Chesterfield's Letters to His Son, edited

by Joseph B. Seabury. 170 pp. 35 cents. Silver, Burdett & Co.

The Eve of St. Agnes, edited by Katherine L. Bates. 157 pp. 40 cents. Silver, Burdett & Co.

Lessons in English, by W. H. Skinner and Celia M. Burgert. 162 pp. 50 cents. Silver, Burdett & Co.

Under Sunny Skies. Youth's Companion Series. 144 pp. 25 cents. Ginn and Company.

Elements of Political Economy, by J. L. Laughlin. 384 pp. Price, \$1.20. American Book Company.

Historical Sources in Schools, by a Select Committee. 300 pp. 66 cents. The Macmillan Company.

A Dramatization of Hiawatha, by Florence Holbrook. Riverside Literature Series, No. 151, Extra (U). Paper. 55 pp. 15 cents. Houghton, Mifflin & Co.

Word Coinage, by Leon Mead. 18 mo., 280 pp. 45 cents, net. Thos. Y. Crowell & Co., New York.

Roddy's Elementary Geography. 128 pp. 50 cents. Roddy's Complete Geography. 144 pp. \$1.00. American Book Company.

Grammar School Algebra, by Emerson E. White. 96 pp. 35 cents. American Book Co.

English History Told by English Poets. Compiled by Katherine L. Bates and Katherine

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Coman. 452 pp. 80 cents. The Macmillan Co.  
A Text-Book of Applied English Grammar, by Edwin H. Lewis. 363 pp. 50 cents. The Macmillan Company.

Primary Dictionary of English, by Jos. E. Worcester. 348 pp. 50 cents. J. B. Lippincott Company.

Virgil's Aeneid, edited by Henry S. Frieze. 828 pp. Half-leather. \$1.50. American Book Company.

Das Edle Blut—Wildenbruch. Edited by Chas. A. Eggert. 86 pages. 30 cents. American Book Company.

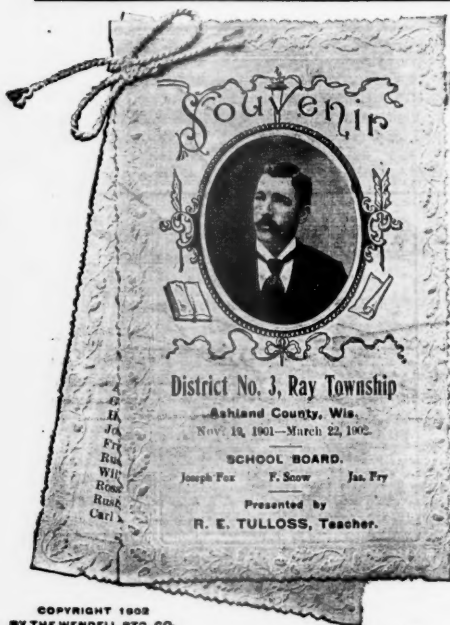
Foundation Lessons in English Language and Grammar, by O. I. and M. S. Woodley and G. R. Carpenter. 335 pp. 65 cents. The Macmillan Company.

A Teacher's Manual of Geography, by Chas. McMurray. 107 pp. 40 cents. The Macmillan Company.

Yourself, by H. A. Guerber. 283 pp. \$1.20 net. Dodd, Mead & Co.

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The Teaching of English, by Percival Chubb. 411 pp. \$1.00 net. The Macmillan Company.

How to Study Literature, by B. A. Heydrick. 118 pp. 75 cents. Hinds & Noble, New York.

Child Culture, by N. N. Riddell. 130 pp. 65 cents. Child of Light Pub. Co., Chicago.

Shelly's Adonais and Alastor, edited by Chas. G. D. Roberts. 108 pp. 35 cents. Silver, Burdett & Co.

High School Algebra, by M. A. Bailey. Half-leather. 297 pp. 90 cents. American Book Company.

Choice Songs, Book One, by H. O. R. Siefert. 262 pp. 50 cents. Butler, Sheldon & Co.

Special Days in School, by Jean L. Gowdy. 219 pp. School Education Co., Minneapolis.

Second Reader, by Frances L. Taylor. 100 pp. Werner School Book Company.

Lady of the Lake, edited by Edwin Ginn. 219 pp. Ginn & Company.

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